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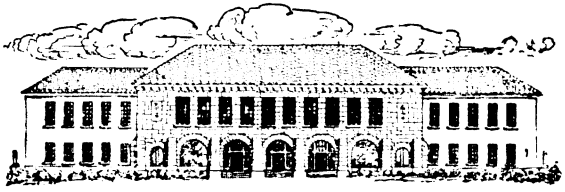

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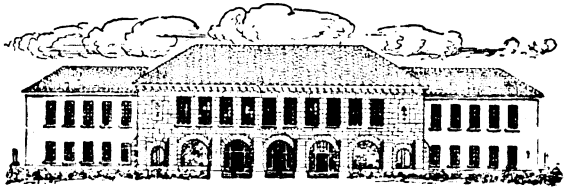

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OF
THE UNIVERSITY OF CHICAGO
FOUNDED BY JOHN D. ROCKEFELLER

Vol. VII MAY, 1902 No. 1

SCHOOL OF EDUCATION NUMBER

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THE SCHOOL OF EDUCATION.

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VOLUME VII NUMBER 1

UNIVERSITY RECORD

MAY, 1902

THE SCHOOL OF EDUCATION.

THE BUILDING.

The permanent building for the School of Education is now in process of erection. It is situated on Scammon court, between Kimbark and Monroe avenues, and faces the Midway Plaisance. The building will be of stone, with tile roof to correspond with the other buildings of the University, although the actual details of the style are somewhat different. It will have a frontage of 350 feet, and a depth, through its two wings, of 162 feet. It will be four stories high, but passenger and freight elevators will give easy access to the upper floors. An attractive feature of the plan is the large open court, the quadrangle, which is now accepted as the best arrangement for a university building. The court will offer great possibilities for landscape effects, and in the final plan will be symmetrical and surrounded with buildings. The wings on the east and west sides are low to insure a circulation of air in the court, and also to take advantage of the prevailing western winds in summer. To increase the effect of the whole, and to insure a certain privacy, the building is set upon a terrace.

The west half of the building will be assigned mainly to the professional department, and the first three floors in the east wing to the elementary school.

In the general plan it has been the aim to locate the rooms for the various kinds of hand-work as near as possible to the ordinary class-rooms. In the east room, on the first floor, between the kindergarten and the primary grades, is the room for clay-modeling. Immediately below, in the basement, is the casting and kiln room. Above, on the second floor, is the room for manual training, to be equipped with the best appliances obtainable for this important kind of work. Overhead, on the third floor, the entire wing is devoted to the department of home economics. This contains two rooms for kitchens — one for elementary and one for advanced work — and ample space for laboratory and other purposes. On the fourth floor, almost all the corresponding space is to be devoted to domestic arts. It will include a dyeing room and liberal allotments of space for the various branches of textile work. On the same floor, near the middle, a large lunch room has been provided, with its own complete kitchen equipment.

The kindergarten and the first and second grades are on the first floor in the east half of the building. The kindergarten is placed in the north end of the east wing; the room over it is designed for a play-room. The third, fourth, and fifth and the sixth, seventh, and eighth grades are on the second and third floors, respectively. Connecting with each grade-room there is a smaller room, half the size of the grade room, to be used for purposes of group-work.

The first floor in the west wing will be devoted to lecture-rooms and to recitation-rooms in mathematics and astronomy. The larger part of this

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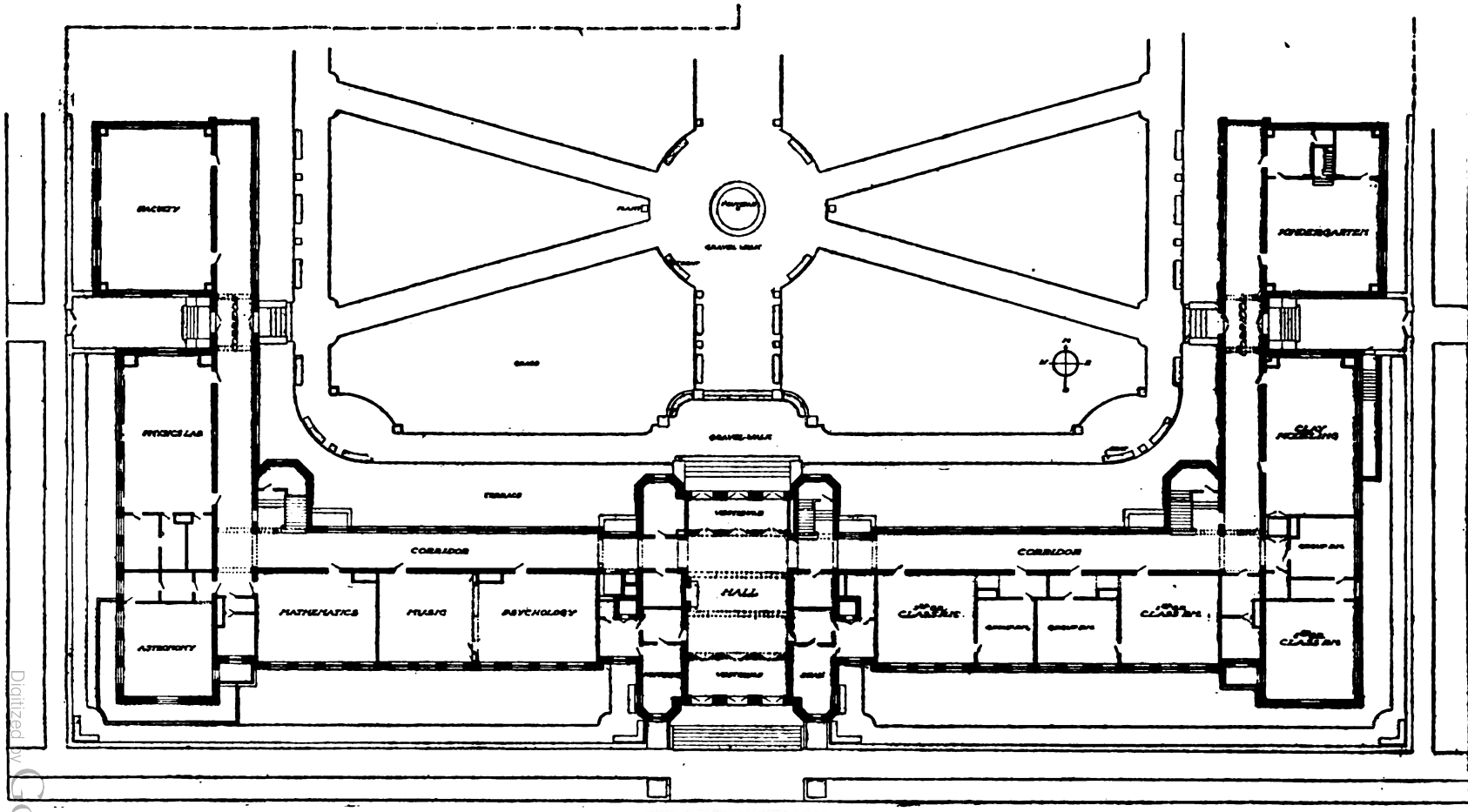

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wing will be equipped as a physical laboratory, which will be used by the pupils of both the elementary and the pedagogical department. The laboratory equipment will be ample and modern. North of the laboratory is a room for faculty conferences.

The large area on the second floor, in the central part of the building, is intended to accommodate the library. Next to this, on the west, are the rooms for history and literature. The west wing will be equipped for the study of geography and geology, with a third room for blackboard drawing. In the north end, over the faculty-room, is the room for speech, oral reading, and dramatic art. This will be provided with a fine stage and the necessary accessories for the presentation of dramatic work.

The space on the third floor immediately over the library has been assigned to the museum. The museum will be furnished with gas and water, and a small area in the southeast corner, inclosed in glass, will be used for plant propagation and other experimentation. It is intended that the museum shall be used largely for practical work in connection with all the departments of the school. Adjoining the museum on the west are two rooms for biology, one for elementary, the other for advanced pupils. The room for the latter occupies the south end of the wing, thus receiving light from south and west. The north end of the wing will be devoted to work in chemistry. In connection with this department are a weighing-room and a photography-room.

The space in the center of the building on the fourth floor, immediately over the museum, has been assigned to art — drawing and painting. It will be lighted in part from the ceiling. The remainder of this floor will be used for various handicrafts — metal work, bookbinding, printing, etc. A small geographical laboratory will occupy the southwest corner.

Two large suites, including offices, vaults, and work rooms for administrative purposes, and reception rooms, have been located on the first floor, one on either side of the main entrance and adjoining the spacious lobby. Near one of them is the passenger elevator.

By reference to the accompanying floor plans it will be seen that the general arrangement is such as to insure plenty of light for each of the rooms and for all of the corridors. From this fact it is believed that the building will lend itself easily to the decorative effects which can be planned with a view to an appropriate treatment of the building as a whole. The corridors will be lined with brick of a soft gray color, and the floor will be of cement, in a shade of red harmonizing with the walls. The finish overhead will be in rough plaster to add life to the color effects. The interior woodwork will be of dark-stained birch. Birch has been selected rather than oak or other woods of a more porous nature, because of the ease with which it may be kept clean. With the exception of the kiln room and the casting room, there are no work rooms in the basement. The building will be equipped with a complete interior telephone system. The heating and ventilation will be of the Plenum system, the same as in our public schools, except that the amount of air furnished each person per hour will be greater, and the velocity of the air entering the room not so great. In addition, the laboratories are equipped with an exhaust system.

THE FACULTY.

The Professional Department.

WILLIAM RAINEY HARPER, Ph.D., D.D., LL.D., President of the University.

JOHN DEWEY, Ph.D., Director and Head of the Department of Philosophy. *

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JAMES H. VAN SICKLE, A.M., Superintendent of Schools, Baltimore, Md. (Summer Quarter, 1902).

GEORGE W. MYERS, Ph.D., Professor of the Teaching of Mathematics and Astronomy.

* Elected upon nomination by the Trustees of Chicago Institute, by the Trustees of the University of Chicago, May 20, 1902.

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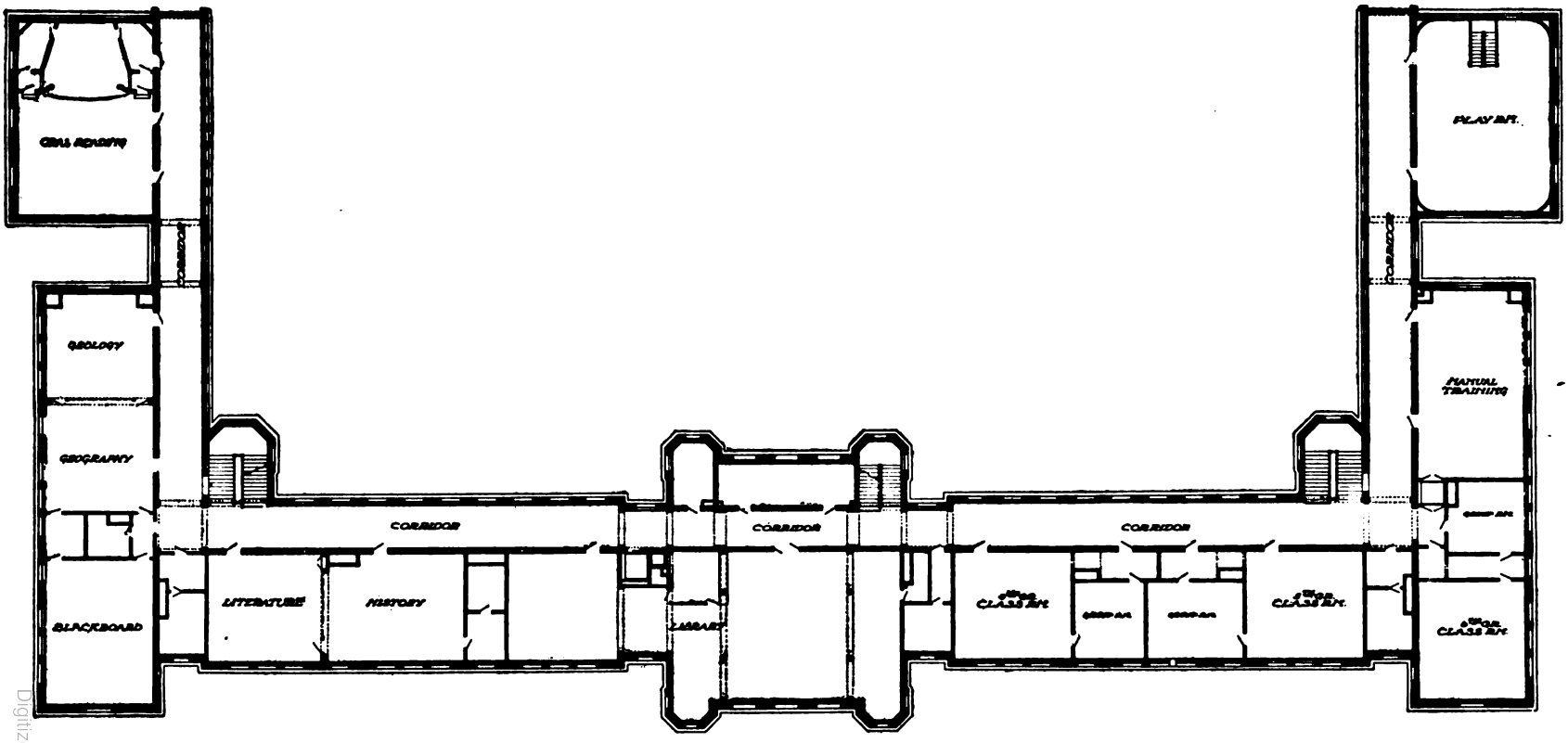

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MARTHA FLEMING, Associate Professor of the Teaching of Speech, Oral Reading, and Dramatic Art.

ZONIA BABER, Associate Professor of the Teaching of Geography and Geology.

JOHN DUNCAN, Associate Professor of the Teaching of Art.

ALICE PELOUBET NORTON, A.M., Assistant Professor of the Teaching of Home Economics.

THOMAS P. BAILEY, JR., Ph.D., Assistant Professor of Education.

GEORGE HERBERT LOCKE, A.M., Assistant Professor of Education.

HERBERT ELLSWORTH SLAUGHT, Ph.D., Assistant Professor of Collegiate Mathematics, the Department of Mathematics (Summer Quarter, 1902).

ADDISON WEBSTER MOORE, PH.D., Assistant Professor of Philosophy, the Department of Education (Summer Quarter, 1902).

CARL J. KROH, Assistant Professor of the Teaching of Physical Training.

FLORA J. COOK, Principal of the Francis W. Parker School (Summer Quarter, 1902).

ELEANOR SMITH, Music (Summer Quarter, 1902).

BERTHA PAYNE, Instructor in Kindergarten Training.

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VIOLA DERATT, Critic Teacher, Seventh Grade.

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MARY HOWELL, Teacher in the Kindergarten.

MARY REED, Assistant Critic Teacher, Seventh Grade (Spring Quarter, 1902).

JENNIE HALL, Grammar Grades, Model School, (Summer Quarter, 1902).

Special Lecturers, Summer Quarter, 1902.

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Whose courses are recommended to students in the School of Education.

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JOHN MERLE COULTER, A.M., Ph.D., Professor and Head of the Department of Botany.

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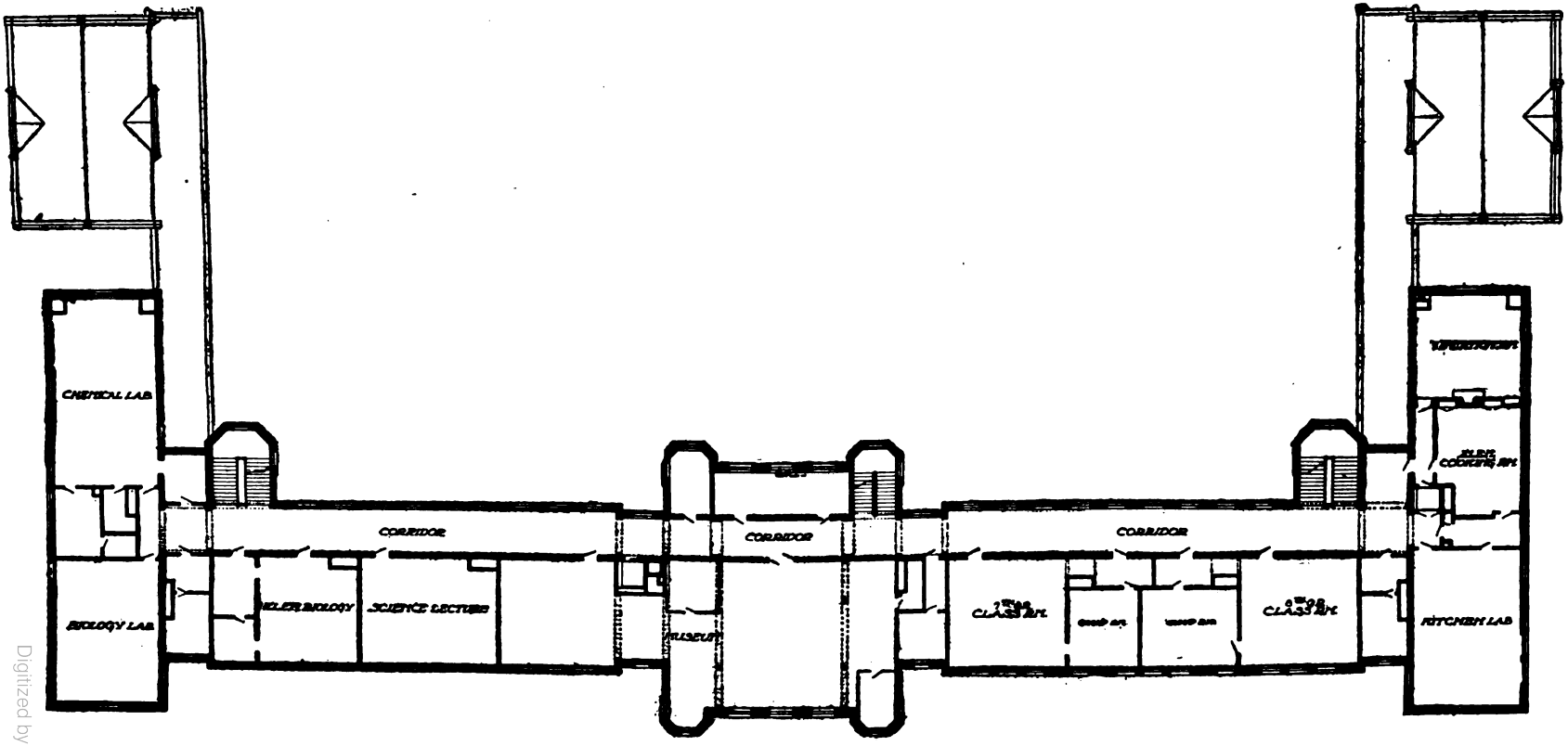

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ROLLIN D. SALISBURY, A.M., Professor of Geographic Geology.
JAMES HAYDEN TUFTS, Ph.D., Professor of Philosophy.
OLIVER J. THATCHER, Ph.D., Associate Professor of Mediæval and English History.
MARION TALBOT, A.M., Associate Professor of Sanitary Science.
FREDERICK STARR, Ph.D., Associate Professor of Anthropology.
WILLIAM ISAAC THOMAS, Ph.D., Associate Professor of Sociology.
GEORGE EDGAR VINCENT, Ph.D., Associate Professor of Sociology.
ALEXANDER SMITH, Ph.D., Associate Professor in General Chemistry.
FRANCIS W. SHEPARDSON, Ph.D., Associate Professor of American History.
GEORGE H. MEAD, A.B., Associate Professor of Philosophy.
CHARLES BENEDICT DAVENPORT, Ph.D., Associate Professor of Zoölogy and Embryology.
ROBERT HERRICK, A.B., Associate Professor of English.
FRANK RATTRAY LILLIE, Ph.D., Associate Professor of Embryology.
ALBERT HARRIS TOLMAN, Ph.D., Assistant Professor of English.
MYRA REYNOLDS, Ph.D., Assistant Professor of English Literature.
WILLIAM HILL, A.M., Assistant Professor of Political Economy.
ROBERT MORSS LOVETT, A.B., Assistant Professor of English.
ADDISON W. MOORE, Ph.D., Assistant Professor of Philosophy.
CHARLES RIBORG MANN, Ph.D., Assistant Professor of Physics.
ROBERT A. MILLIKAN, Ph.D., Assistant Professor of Physics.
HENRY RAND HATFIELD, Ph.D., Assistant Professor of Political Economy.
BRADLEY MOORE DAVIS, Ph.D., Assistant Professor of Botany.
DAVID JUDSON LINGLE, Ph.D., Instructor in Physiology.
OSCAR LOVELL TRIGGS, Ph.D., Instructor in English.
CHARLES JOSEPH CHAMBERLAIN, A.M., Ph.D., Instructor in Morphology and Cytology.
CHARLES MANNING CHILD, Ph.D., Instructor in Zoölogy.
RALPH C. H. CATTERALL, A.B., Instructor in Modern History.
JAMES WESTFALL THOMPSON, Ph.D., Instructor in European History.
FOREST RAY MOULTON, Ph.D., Instructor in Astronomy.
GLENN MOODY HOBBS, S.B., Instructor in Physics.
HENRY GORDON GALE, Ph.D., Instructor in Physics.
HENRY CHANDLER COWLES, Ph.D., Instructor in Ecology.
WESLEY CLAIR MITCHELL, Ph.D., Instructor in Political Economy.
JAMES WEBER LINN, A.B., Associate in English.
NOTT WILLIAM FLINT, A.B., Associate in English.
ROBERT WALTER BRUÈRE, A.M., Associate in English.
CHARLES EDWARD MERRIAM, Ph.D., Associate in Political Science.
HENRY P. CHANDLER, A.B., Associate in English.
WALTER WALLACE ATWOOD, S.B., Associate in Physiography.
FRANK BALDWIN JEWETT, A.B., Research Assistant in Physics.
HARRY NICHOLS WHITFORD, S.B., Assistant in Ecology.
BURTON EDWARD LIVINGSTON, Ph.D., Assistant in (Botanical) Physiology.

CHARLES CHRISTOPHER ADAMS, S.M., Assistant in Zoölogy (Summer Quarter, 1902).
RUSSELL D. GEORGE, A.M., Assistant in Geology (Summer Quarter, 1902).
JOHN PAUL GOODE, Ph.D., Assistant in Geology (Summer Quarter, 1902).

GENERAL INFORMATION.

The Professional Department.

The University of Chicago School of Education was formed by the consolidation with the University of Chicago, of the Chicago Institute founded by Mrs. Emmons McCormick Blaine.

The Professional Department offers courses which deal, from the point of view of pedagogy, with the problems arising in elementary education. The courses are designed for the training of teachers and supervisors in elementary and normal schools, for the preparation of kindergartners, and other specialists in educational work. Each member of the faculty, being familiar with the plan and work of the entire school, is able to present his courses so that the relationship of his subject to the other subjects in the curriculum clearly appears.

It is the aim to develop educational theory,

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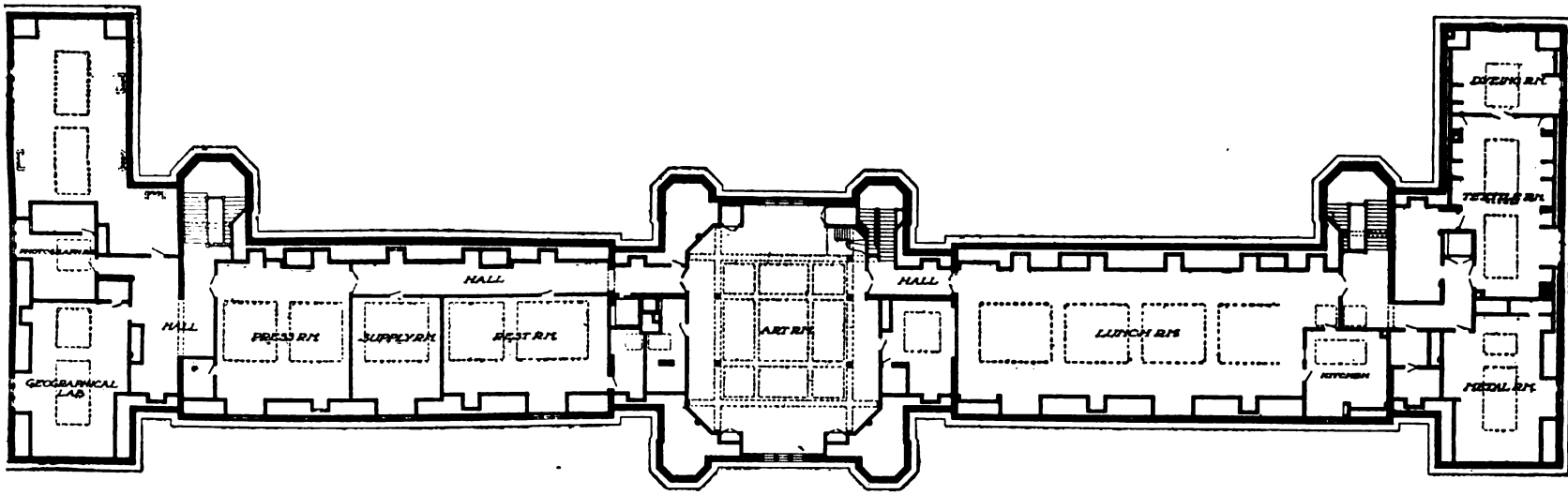

FOURTH STORY PLAN
SCHOOL OF EDUCATION
OF THE
UNIVERSITY OF CHICAGO.
JAS GAMBLE ROGERS ARCH'T
1213 ASHLAND BLOCK CHICAGO, ILL.

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and to illustrate, in practice, educational principles with special reference to the needs of those who are already engaged in teaching or who are desirous of fitting themselves for such professional work.

The curriculum in the Professional Department embraces the pedagogical presentation of all subjects taught in the elementary schools, and it also includes psychology and the history of education.

Admission.

1. Admission to regular standing in the School of Education is granted to students who offer any fifteen of the units accepted for admission to a Junior College of the University. This admits (*a*) graduates of universities, colleges, and normal schools; (*b*) students who have taken partial courses in approved colleges or normal schools, provided they have honorable dismissal from the same, and provided they offer at least fifteen units of admission work; (*c*) graduates of high schools and academies affiliated or co-operating with the University.

Students meeting the above requirements will be admitted to regular standing.

2. Admission to the School of Education, but not to regular standing, is also granted (*a*) to teachers of at least one year's successful experience, when recommended by the Director and the Dean of the School of Education; (*b*) to graduates of high schools and academies not in affiliation or co-operation with the University, provided such high schools and academies have standard four-year courses such as are accepted by the leading state universities; (*c*) to students who have had, in private schools, courses which are fully equivalent to those mentioned under (*b*).

Students admitted under the terms of the preceding paragraph are unclassified students. Applicants for admission as unclassified students must present official testimonials or certificates showing the amount and kind of work which they have done. When the work of unclassified students has been shown to be satisfactory, they shall be given regular standing in the School of Education, provided they present the requisite number of admission credits.

For admission, either as regular or as unclassified students in the School of Education, students must be free from physical defects likely to impair their usefulness as teachers.

In the preceding statement, a unit means a course of study comprising not less than 150 hours of prepared work. It corresponds essentially to a course of study running through one year, in which classes meet four times weekly. Two hours of laboratory work are regarded as equivalent to one hour of prepared class-room or recitation work.

The following subjects are accepted for admission by the University, with the values assigned:

Civil Government - - - - - - - ½ unit.

History:

- History of Greece - - - - - - ½ unit.
- History of Rome - - - - - - ½ unit.
- Mediæval History - - - - - - ½ unit.
- Modern History - - - - - - ½ unit.
- History of the United States, ½ unit or 1 unit, according to the length and thoroughness of the course.
- History of England, ½ unit or 1 unit, according to the length and thoroughness of the course.

Greek - - - - - - - - - - 3 units.

If Greek is offered for admission, the minimum which will be accepted is two units. This includes the reading of four books of the *Anabasis*, with exercises in composition. Six books of the *Iliad* or *Odyssey* represent the third unit of Greek.

Latin - - - - - - - - - - 4 units.

If Latin is offered for admission, the minimum which will be accepted is two units. The two units cover the reading of the usual amount of Cæsar's *Gallic War*, or its equivalent, with the work preliminary thereto. The third unit of Latin is represented by a year's work in *Virgil* or *Ovid* (or equivalent), and the fourth unit by a year's work in *Cicero*, or equivalent, Latin composition is also required for the completion of four units.

French - - - - - - - - - - 3 units.

Each full year of high-school or academic work in French will constitute a unit. A student may offer one, two, or three units of French.

German - - - - - - - - - - 3 units.

Each full year of high-school or academic work in German will constitute a unit. A student may offer one, two, or three units of German.

English - - - - - - - - - - 2 units.

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Mathematics:

Algebra to Quadratic Equations : - - 1 unit.
Algebra through Quadratic Equations, ½ unit (in addition to the above).
Plane Geometry - - - - - - 1 unit.
Solid Geometry - - - - - - - ½ unit.

Physics - - - - - - - - - - 1 unit.
The student's laboratory notebook in Physics must be presented.

Chemistry - - - - - - - - - - 1 unit.
Geology - - - - - - - - - - ½ unit.
Physiography, ½ unit or 1 unit, according to the length and thoroughness of the course.
General Biology - - - - - - - - - 1 unit.
Zoölogy - - - - - - - - - - 1 unit.
Botany - - - - - - - - - - 1 unit.
Physiology - - - - - - - - - ½ unit.

For fuller statement of the exact character of the admission work, see the *Circular of Information* of the University, the *Departments of Arts, Literature, and Science: The Colleges.*

INFORMATION CONCERNING THE CURRICULUM.

Provision is made:

1. For a two years' course.

2. For a third year's work which allows the student, *a*) to carry professional studies further, *b*) to specialize within the field of elementary work, and *c*) to take additional work in the Colleges.

The curriculum is as follows:

TWO YEARS' COURSE.

Geography - - - - - - - - -	3 Mj.
History - - - - - - - - -	3 "
Nature Study - - - - - - - - -	3 "
Mathematics - - - - - - - -	2 "
Speech and Oral Reading - - - - -	2 "
Home Economics - - - - - -	1 "
Psychology (College) - - - - - -	2 "
Other College Studies - - - - - -	2 "

THIRD YEAR.

Philosophy, Education, etc. (in the Colleges) -	3 Mj.
Electives in the School of Education - -	3 "
Electives in the Colleges - - - - - -	3 "

In addition to the above credit subjects, there is work, throughout the course, in drawing, painting, modeling, manual training, physical training, and music — not less than six hours weekly. One hour a day, also, is spent by each student in the model school in observation and teaching when, in the judgment of the Faculty, he is qualified for this part of the professional work.

All courses in the Colleges for which students in the School of Education are qualified are open to them. Such courses must be elected under the advice of the Director. With the exception of Greek, Latin, French, German, Mathematics, and Public Speaking, the courses most nearly related to the work in the School of Education are designated in the statement of courses on page 13.

Unclassified students may elect, under the advice of the Faculty, any courses for which they may be qualified.

All courses in the School of Education are treated as courses in education and are closely related to observation in the Elementary School and practice teaching, as shown by the following schedule of work:

FIRST YEAR.

Divisions.	First Quarter.	Second Quarter.	Third Quarter.
A	Assigned to Primary Grades. Geography. History. Speech, Oral Reading and Dramatic Art. Arts. *	Assigned to Intermediate Grades. History. General Psychology. Mathematics. Arts. *	Assigned to Grammar Grades. Geography. Nature Study. Home Economics. Arts. *
B	Assigned to Intermediate Grades. History. Geography. Home Economics. Arts. *	Assigned to Grammar Grades. History. Speech. Nature Study. Arts. *	Assigned to Primary Grades. Geography. General Psychology. Mathematics. Arts. *
C	Assigned to Grammar Grades. History. General Psychology. Geography. Arts. *	Assigned to Primary Grades. History. Home Economics. Speech. Arts. *	Assigned to Intermediate Grades. Geography. Nature Study. Mathematics. Arts. *

SECOND YEAR.

First Quarter.	Second Quarter.	Third Quarter.
Educational Psychology. Geography. Nature Study. Arts. *	History. Mathematics. College Course. Arts. *	Speech, Oral Reading and Dramatic Art. Nature Study. College Course. Arts. *

* This includes the subjects of Drawing, Painting, Clay-Modeling, Manual Training (including Textiles), Physical Training, and Music, which are taken in addition to the credit subjects.

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THIRD YEAR.

First Quarter.	Second Quarter.	Third Quarter.
Philosophy and Education (Colleges). Elective Course (School of Education). Elective Course (Colleges). Arts.*	Philosophy and Education (Colleges). Elective Course (Sch'l of Education). Elective Course (Colleges). Arts.*	Philosophy and Education (Colleges). Elective Course (Sch'l of Education). Elective Course (Colleges). Arts.*

SPECIAL COURSES.

Students are admitted to special courses in the different departments after having completed the regular course. Those who show by their work that they have sufficient education and training for special work may be admitted on advanced standing to these courses.

The School of Education is an exponent of the new education. One of its fundamental doctrines is the correlation of all subjects into a unity of physical, mental, and moral action. Under this doctrine of correlation, an isolated study of the kindergarten or the high school, of history, science, geography, or indeed of any subject, without a knowledge of the relations of these departments or subjects to the whole scheme of education, is of little value. For this reason it is not deemed desirable or practicable for students to enter any one department of the school, to study the pedagogy of a grade, or to take up special courses before they know that psychology and that pedagogy which lead to an understanding of the organic and educational relations of all subjects.

The Faculty recognizes differences in the intellectual ability and knowledge of the students, and the teaching is adapted to individuals. Motive, knowledge, power to reason, to study, and to do work, make up the standard held by the Faculty for promotion and specialization. Therefore, the time for entering special courses depends upon the individual student. The Faculty is the judge of the ability and fitness of the student to do special work.

*This includes the subjects of Drawing, Painting, Clay-Modeling, Manual Training (including Textiles), Physical Training, and Music, which are taken in addition to the credit subjects.

GRADUATION AND DIPLOMAS.

1. On the completion of the two years' and three years' courses, respectively, diplomas are given to the student. In each case the diploma indicates the length of the course which the student has taken, and affords opportunity for the special indorsement of the individual student by the Faculty of the School of Education.

2. The Junior College Faculty receives into the colleges students who have received the diplomas from the two-years' and three-years' courses, giving them credit to the extent of 9 Majors and 18 Majors, respectively. The credits so received do not set aside the specific requirements of any curriculum for the corresponding Bachelor's degree.

3. Students entering the School of Education who present a credit of 18 Majors in the Colleges of the University, or of other approved institutions, are entitled to a credit of 9 Majors in the School of Education. The credits so received do not set aside the specific requirements of technical skill.

4. Before granting a diploma to any candidate, every means is employed to make sure of a high order of attainment, and before graduation students may be required to teach for a limited time in positions where their work can be inspected by members of the Faculty. Under no circumstances will a candidate be graduated until the Faculty is convinced of his ability to teach successfully in some specified grade, department, or school, or until his efficiency has been demonstrated.

THE LIBRARY.

The collection of books is a working library of some 12,000 volumes for the use of students, parents, and teachers. It is classified according to the Dewey Decimal Classification. There is a dictionary card catalogue with full analytical work. Free access to shelves is given. Pictures illustrating all subjects of study have been collected from all parts of the world. They are mounted, classified, and readv for use. The library aims to

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have on its shelves the best and latest books on the subjects taught in the school, and to present carefully selected and graded reading lists and the best devices for and methods of collecting, preserving, and making useful books, pamphlets, charts, maps, pictures, and clippings.

THE SUMMER QUARTER.

Beginning with this year, instruction in the School of Education is offered during *the whole Summer Quarter*, from June 18 to August 30 inclusive. Admission is given to all who may wish to attend. The courses are so arranged as to recognize the needs of students not in attendance during the regular school year. They consider the subject-matter of elementary and secondary education from the standpoint of philosophy and pedagogy. The work is illustrated by practical application in a Model School representing the kindergarten, primary, intermediate, and grammar grades. Detailed syllabi of all the courses are printed in the July number of the *Elementary School Teacher and Course of Study* to aid students in selecting their work for the summer.

For regulations for the Summer School—credits, etc.—see "Bulletin of Information," Vol. II, No. 1 (May, 1902), the *School of Education*.

UNIVERSITY EXTENSION.

During the year members of the Faculty offer courses in extension work suitable for teachers' institutes, and other professional organizations of teachers, or of parents.

THE ELEMENTARY SCHOOL TEACHER AND COURSE OF STUDY

Is the publication of the School of Education. It is issued monthly, except August and September.

The journal is designed as a text-book and guide for the students of the school, but its larger purpose is to extend the benefits of the School of Education to teachers and others who wish to keep in touch with the new educational movement. The scope of the journal is practically the scope of the school. Each teacher in the School of Education and in the Francis W. Parker School, which is affiliated with the School of Education, contributes (1) grade or departmental outlines, giving details, methods, and suggestions for teaching, and (2) reviews of the outlines for the preceding month, showing how they worked out in practice. Essays or lengthy discussions are avoided, and the emphasis is laid upon the correlation and adaptation of subjects to the needs of pupils. The different numbers contain matter of special interest, *e. g.*, reading lessons in English, French, and German; psychology and pedagogy; syllabi on special subjects presented by the members of the Faculty for discussion at the weekly Faculty conferences. Music correlated with the work in other subjects appears in each number. Field study is treated in detail.

The *Elementary School Teacher* is proving its value in many practical ways. Parents whose children are in the University Elementary School are enabled to follow and understand the work of their children. Teachers find it a stimulus and guide in their daily work. Superintendents and principals may place it in the hands of their teachers as a working outline. Normal Schools and classes in pedagogy are using it as a text-book in pedagogy. School Boards may find it a criterion of teaching that is helpful in maintaining the highest efficiency in the schools under their charge.

TUITION AND GENERAL EXPENSES.

The tuition fee in the professional department is $40.00 per quarter.

Application for entrance to the School of Education may be made at any time, but students are advised to enter only at the beginning of a quarter or of a term.

Students proposing to enter the Professional Department need not apply in advance of the date of entrance.

The following table will furnish an estimate of the annual expenses for thirty-six weeks of a stu-

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dent in the University, residing within the quadrangles :

	LOWEST	AVERAGE	LIBERAL
University bill, tuition	$120 00	$120 00	$120 00
Rent and care of room	60 00	105 00	125 00
Board	90 00	126 00	225 00
Laundry	15 00	25 00	35 00
Text-books and stationery	10 00	20 00	50 00
	$295 00	$396 00	$555 00

It is believed that students who find it necessary to reduce expenses below the lowest of these estimates can do so. Rooms outside the quadrangles, furnished with heat and light, and cared for, may be obtained at from $1.00 a week upwards, the $1.00 rate being easily secured where two students room together. Many places offer room and board from $4.50 upwards. There are student clubs which secure board at cost, the rate during the past year ranging from $2.25 to $2.75 a week. A list of approved boarding places outside the quadrangles is kept on file at the BUREAU OF INFORMATION, Cobb Lecture Hall and information regarding the same may there be obtained.

The University Elementary School.

GENERAL INFORMATION.

In the University Elementary School an attempt is made to provide ideal conditions for the education of children and youth between the ages of three and fourteen. The school includes therefore, the kindergarten and the eight elementary grades. It prepares pupils for entrance to the best secondary schools. The age of pupils for the various grades are: Kindergarten, three to six years, Elementary School, six to fourteen years. Pupils are promoted from grade to grade as soon as they show themselves able to do more advanced work.

PROGRAMME OF STUDIES.

The subjects of study include science and nature study in all its branches; geography and mathematics; civics, history, and literature; English, German, French, Latin; home economics, manual training, the arts, and physical culture. Reading, writing, arithmetic, spelling, grammar, and English are correlated with all other subjects, and taught continuously from the Kindergarten through the grades. French and German are begun in the lower grades and continued throughout the course. Latin is begun in the seventh grade. Arithmetic and the study of form as a preparation for geometry begin in the lowest grades, and are correlated with all subjects throughout the course. Geometry and algebra are a prominent part of the course from the fifth grade upward.

TUITION FEES.

The tuition fees are as follows:

University Elementary Department, per quarter:

Kindergarten - - - - -	$20.00
Lower Elementary (1st to 4th, inclusive)	30.00
Higher Elementary (5th to 8th, inclusive)	35.00

Blank forms of application for entrance to the Elementary School may be obtained at the office of the Dean.

COURSES OFFERED 1902-1903.

The Professional Department.

EDUCATION.

The professional work contemplated under this head in the School of Education has not yet been entirely reorganized so as to make possible a statement of the courses that will be offered. It is proposed, however, to provide in this department such opportunities for observation and study as will enable the students to investigate the science and art of teaching from the points of view afforded by child-study, physiological psychology, educational psychology, and the principles of pedagogy. The substantial basis for a large part of the work will be the experiences which the students derive from their contact with the pupils in the University Elementary School, in which, as individual fitness may warrant, they will be given opportunities for observation and actual teaching.

The courses here offered for kindergarten training are intended mainly for those who take the two years' course as preliminary preparation, and who wish to specialize during the third year in this particular kind of work. Students who have had experience in kindergarten work and training elsewhere may be admitted to these courses, as their claims to advanced

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standing may seem to warrant. Such cases will be considered upon their individual merits.

*1. **Psychology.**—For the Junior Colleges. Repeated every quarter.

DM. First Term, Summer Quarter; 8:30 and 3:00. ASSISTANT PROFESSOR MOORE.

Mj. Autumn Quarter; 3 sections: 8:30, 11:00, 2:00.

ASSISTANT PROFESSOR MOORE AND ———.

Winter Quarter; 8:30.

Spring Quarter; 8:30.

ASSISTANT PROFESSOR MOORE.

NOTE.—Required of all students before taking a Bachelor's Degree. It should be taken during the Junior College Course and wherever possible.

*2. **Ethics.**—For the Junior Colleges. Repeated every Quarter.

DM. Second Term, Summer Quarter; 9:30 and 3:00. ASSISTANT PROFESSOR MOORE.

Mj. Autumn Quarter; 9:30.

ASSISTANT PROFESSOR MOORE.

Winter Quarter.

Sec. *a*, 8:30. PROFESSOR TUFTS.

Sec. *b*, 9:30. ASSISTANT PROFESSOR MOORE.

Spring Quarter; 9:30.

ASSISTANT PROFESSOR MOORE.

*3. **Logic.**—For the Senior Colleges.

Mj. Spring Quarter; 9:30.

ASSOCIATE PROFESSOR MEAD.

†5. **The Method of Elementary School Subjects.**

PROFESSOR YOUNG.

[Not to be given in 1902-3.]

†6. **The Method of Mental Growth.**—This course will discuss the question of mental growth with reference to problems of teaching. The conclusions reached will be tested by observation work in the laboratory school.

The three courses (6, 7, 8) offered in Method will be especially adapted for students who have not had experience in teaching, and for teachers with a limited experience.

Mj. Autumn Quarter; 8:30.

PROFESSOR YOUNG.

†7. **The Method of Subject-Matter.**

Mj. Winter Quarter; 8:30.

PROFESSOR YOUNG.

*Offered in the Department of Philosophy.

†8. **The Method of the School.**

Mj. Spring Quarter; 8:30.

PROFESSOR YOUNG.

NATURAL SCIENCE.

The courses offered in Natural Science are designed to assist in the preparation of teachers for the elementary schools. The pedagogic aspects of the courses will be adapted, also, to the needs of those students who have had sufficient academic training to fit them for supervision in the grades, or for teaching in high schools or normal schools.

Considered from the student's relation to subject-matter, there is a threefold purpose: (1) To put the pupil or the mature student in possession of the landscape as an organism; that is, through field work, chiefly, to develop the nature-image. (2) To examine the objects and the various phenomena of nature as related details (not fragments) of the great whole. This is done, when necessary, by means of experimental work in physics, chemistry, and other subjects, (*a*) with a view to investigating the nature and the inter-relations of the various facts, and (*b*) with the motive of determining the economic and industrial application of the facts in the affairs of man. (3) To develop a conception of nature based upon a rational interpretation of natural phenomena; *a conception which shall continue to grow* through such modifications as may seem to be warranted by the results of better observation.

Considered from the student's relation to training, the purpose is twofold: (1) To assist image-growth by cultivating in the pupils skill in expression through all the various modes—speech, writing, drawing, painting, modeling, and making—and to develop, very gradually, accuracy in judgment by a proper application of the principles of mathematics. (2) In the professional school, to develop also in the students power and skill in the art of teaching.

1. **General Course in Nature Study.**—Studies of subject-matter adapted to the seasons. Development of a general plan for elementary science work based upon the history of the year. Practice in the various modes of expression. Required of first-year students.

2Mj. Autumn and Spring Quarters.

MR. MEYERS.

2. **Elementary Physics.**—Simple experiments applicable to the grades. Construction and use of apparatus. Mj. Winter Quarter.

PROFESSOR JACKMAN.

†Offered in the Department of Education. These courses are credited as courses in the School of Education.

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3. **Elementary Chemistry.** — The purpose of this course will be to enable the student to answer some of the questions which arise concerning our immediate environment. It will include a study of the most important elements and their common compounds, and of the laws governing chemical action. The relation of the gases of the atmosphere and of the elements in the soil to the growth of the plant. The chemistry of combustion and of decay will be considered.

Mj. Winter Quarter.
ASSISTANT PROFESSOR NORTON.

4. **History of Science and Science Teaching.** — The theory of development and the application of the principle in modern educational methods. Summary of the facts bearing upon the doctrine of evolution. Assigned reading and special experimental work. Practice teaching. Advanced second- or third-year students.

Mj. Spring Quarter.
PROFESSOR JACKMAN.

†1. **General Physics.**— A course in General Physics in which are presented mainly from the experimental standpoint the most important principles involved in the study of mechanics, properties of liquids and gases, heat and sound.

10 hrs. a week. Mj. Each quarter. Summer Quarter; 8:30–10:30.
MR. HOBBS.
11:30–1:00.
DR. GALE.

Repeated. Mj. Autumn Quarter; 8:30–10:30; 11:00–1:00. MR. HOBBS.

Repeated. Mj. Winter Quarter; 11:00–1:00.
MR. HOBBS.

Repeated. Mj. Spring Quarter; 8:30–10:30.
DR. GALE.

Prerequisite: *Entrance Physics*, or *both Majors of Course 0 and Plane Trigonometry.*

†2. **General Physics.**—A continuation of Course 1 covering the subjects of electricity and light.

10 hrs. a week. Mj. Summer Quarter; 2:00–4:00. MR. HOBBS AND MR. JEWETT.

Repeated. Mj. Winter Quarter, 8:30–10:30.
ASSISTANT PROFESSOR MILLIKAN.

Prerequisite: *General Physics 1.*

†3. **General Physics.**—A course of lectures and demonstrations intended to complete a year's work in Junior College Physics. The most important principles of Physics not treated in Courses 1 and 2 are presented from the lecture standpoint.

5 hrs. a week. Mj. Spring Quarter; 9:30.
ASSISTANT PROFESSOR MILLIKAN,
with occasional lectures by
PROFESSOR MICHELSON.

Repeated. Mj. Summer Quarter; 9:30.
ASSISTANT PROFESSOR MANN.

Prerequisite: *General Physics 1.*

*1. **General Inorganic Chemistry.** — *Elementary Course.* Class room 3 hrs. a week, 12:00. Laboratory 6 hrs. a week.

Mj. Autumn Quarter.
ASSOCIATE PROFESSOR SMITH.

*2. **General Inorganic Chemistry.**—Continuation of Course 1. Hours as in 1.

Mj. Winter Quarter.
ASSOCIATE PROFESSOR SMITH.

*3. **General Inorganic Chemistry.**—Continuation of Courses 1 and 2. Hours as in 1.

Mj. Spring Quarter.
ASSOCIATE PROFESSOR SMITH.

1, 2, 3 form a continuous course through three quarters.

‡1. **General Zoölogy.** — Lectures, conferences, and demonstrations dealing with zoölogical topics from the standpoint of general biology such as: the outline of the classifications, distribution, and comparative anatomy of animals in their relation to evolution; animals in their relation to environment; habit and instinct; variations and inheritance; theories of evolution; the evolution of man. Mj. Winter Quarter.

Lectures: Tues., Fri.; 4:00.

Laboratory: 2 hrs. on Friday afternoon or Saturday morning.

ASSOCIATE PROFESSOR DAVENPORT.

‡2. **General Biology.** — Lectures, conferences, and demonstrations dealing with topics of a general biological nature, such as: the classification of biological sciences; protoplasm; the cell-theory; unicellular animals; sex; modes of reproduction; development; the biogenetic law; theories

† Offered in the Department of Physics.

* Offered in the Department of Chemistry.

‡ Offered in the Department of Zoölogy.

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of development and inheritance; the nervous system and sense-organs.

Mj. Autumn Quarter.

Lectures: Tues., Fri.; 4:00.

Laboratory: 2 hrs. on Friday afternoon or Saturday morning.

ASSOCIATE PROFESSOR LILLIE.

Will be given in the Winter Quarter in alternate years.

‡3. **Field Zoölogy** (*Introductory Course*).— Study of the more common animals of the region about Chicago, including work on life-histories, habits, classifications, and distribution.

Mj or DMj. Spring Quarter.

Lectures: Mon.; 2:00.

Laboratory or Field Work: Mon., Tues.; 3:00–5:00 and Saturday morning.

DR. CHILD.

‡4. **Field Zoölogy** (*Introductory Course*).—Similar in plan to Course 3.

M or DM. First Term, Summer Quarter.

Lectures: Mon., Fri., 2:00.

Laboratory or Field Work: Afternoons and Saturday morning, 16 hours per week for DM; 6 hours for M, in addition to lectures.

MR. ADAMS.

‡5 **Invertebrate Zoölogy.**—Study of representatives of the lower invertebrate groups, Protozoa, Porifera, Coelentera, Platyhelminthes, and Nemathelminthes; including the anatomy of the adult and the life-history, together with some discussion of habits and distribution.

Mj. Autumn Quarter.

Lectures: Tues., Thurs., 2:00.

Laboratory: Mon., Wed., Fri., 2:00–4:00.

DR. CHILD.

Prerequisite: *Either Course 1 or Course 2.*

[Not to be given in 1902–3.]

‡18. **General and Experimental Embryology.**—A study of the more general phenomena of development in invertebrates; including the sex-cells, fertilization, cleavage, and embryo-formation. Special attention is directed to the mechanics of development and the organization of the ovum.

Mj or DM. Winter Quarter.

Lectures: Mon., Wed., Fri., 8:30.

Laboratory: 6 or 16 hours.

ASSOCIATE PROFESSOR LILLIE.

Prerequisite: *Course 2.*

‡ Offered in the Department of Zoölogy.

*1. **Introductory Course.**—The aim of this course is to familiarize the student with the structure and functions of the human body. Text-book: Martin's *Human Body.*

Mj. Summer Quarter; Mon., Fri., 8:30.

DR. LINGLE.

Repeated in Autumn, Winter, and Spring Quarters; 8:30. DR. LINGLE.

†1. **Elementary Botany.**—A general introduction to botany. The fundamental principles of biology are developed from the standpoint of plants, and outlines of morphology and classification presented. May be followed by Courses 7, 8, or 9.

Lectures: Tues., Thurs., 3:00.

Laboratory: Mon., Wed., Fri., 2:00–4:00.

Open to all students.

Mj. Autumn, Winter, and Spring Quarters.

DM. First Term, Summer Quarter.

PROFESSOR COULTER AND DR. LYON.

†2. **Elementary Plant Physiology.**—A summary view of the general functions of the organs of seed plants such as absorption, transpiration, photosynthesis, and respiration. Especially designed for students not prepared for Courses 20, 21, 22. Mj. Winter Quarter.

Lectures: Tues., Thurs., 2:00.

Laboratory: Mon., Wed., Fri., 2:00–4:00.

PROFESSOR BARNES AND DR. LIVINGSTON.

DM. Summer Quarter.

Lectures: Daily, 10:30.

Laboratory: Daily, 1:30–3:30.

DR. LIVINGSTON.

Prerequisite: *Course 1, or its equivalent.*

†3. **Elementary Ecology.**—Plants in relation to their environment. There is field work in the greenhouses, parks, and vacant grounds near the University, with occasional laboratory exercises.

Mj. Autumn and Spring Quarters.

Lectures: Tues., Thurs., 4:00.

Field or Laboratory work: Mon., Wed., Fri., 4:00–6:00.

Lectures: Tues., Thurs., 8:00.

Laboratory: Mon., Wed., Fri., 3:30–5:30.

DR. COWLES AND MR. WHITFORD.

Prerequisite: *Course 1, or its equivalent.*

Given as M. First Term, Summer Quarter.

MR. WHITFORD.

* Offered in the Department of Physiology.

† Offered in the Department of Botany.

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*3A. **Elementary Ecology.**—Course 3, modified by marine conditions, is repeated in the biological laboratories at Woods Hole, Mass.; at Cold Spring Harbor, L. I., and credit for it is given by the University of Chicago.

2 or 3M. Summer Quarter.
DR. COWLES.

*6. **Field Botany.**—A study of the local flora, including the recognition of plants of all groups, and special exercises in the determinatidn of seed plants and pteridophytes.

DM. Second Term, Summer Quarter.
DR. CHAMBERLAIN AND ASSISTANT.

Daily, 1:30–5:30.

Prerequisite: *Course 1, or its equivalent.*

*7. **General Morphology of Thallophytes.** — The thorough study of a series of Algæ and Fungi forms the basis of lectures upon the morphology and classification of these groups. Special emphasis is placed upon such topics as evolution of sex, lines of development, etc.

Mj. Autumn Quarter.

Lectures: Tues., Thurs., 12:00.
Laboratory: Mon., Wed., Fri., 11:00–1:00.
DR. DAVIS.

Prerequisite: *Course 1, or its equivalent.*

*8. **General Morphology of Bryophytes and Pteridophytes.**—A continuation of Course 7. The topics especially elaborated and discussed are alternation of generations and heterospory.

Mj. Winter Quarter.

Lectures: Tues., Thurs., 12:00.
Laboratory: Mon., Wed., Fri., 11:00–1:00.
DR. DAVIS.

Mj. Summer Quarter.
PROFESSOR COULTER AND ASSISTANT.

Prerequisite: *Course 1, or its equivalent.*

*9. **General Morphology of Spermatophytes.**—A continuation of Courses 7 and 8. In this course special emphasis is placed upon the significance of the seed and genetic relationships.

Mj. Spring Quarter.

Lectures: Tues., Thurs., 12:00.
Laboratory Mon., Wed., Fri., 11:00–1:00.
DR. DAVIS.

Prerequisite *Course 1, or its equivalent.*

*34. **Physiographic Ecology.**—Origin, development, and death of the various plant societies, especially such as are found in the United States and Canada. Mj. Spring Quarter.

Lectures: Tues., Thurs., 11:00.
Field work: Mon., Wed., 4:00–6:00, and Saturday morning. DR. COWLES.

Prerequisite: *Botany 3, Physiography,* and preferably *Geographic Geology.*

M. First Term, Summer Quarter.

Lecture: Mon., Wed., 8:00.
Laboratory: Thurs., 3:30–6:00, and Saturday.
MR. WHITFORD.

*Offered in the Department of Botany.

HOME ECONOMICS.

1. **Food.**—General course, based on the work in the grades. Composition of foods and simplest food analysis. The right application of heat to food materials.

2Mj. Autumn and Spring Quarters.
ASSISTANT PROFESSOR NORTON.

2. **Cooking.**—The principles of cookery and practice work in cooking. This course is supplementary to Course 1. Mj. Winter Quarter.
ASSISTANT PROFESSOR NORTON.

3. **Chemistry of Foods.**—Experimental study of the different food principles, with methods of identifying and of separating them. Experiments to determine the amount and kind of changes produced by different methods of cooking.

Mj. Spring Quarter.
ASSISTANT PROFESSOR NORTON.

For third-year students.

Prerequisite: *General Chemistry.*

4. **Household Bacteriology.**—The application of bacteriology to the care of the house and to the cooking and preservation of food.

Mj. Winter Quarter.
ASSISTANT PROFESSOR NORTON.

For third-year students.

Prerequisite: *General Chemistry and Bacteriology.*

5. **The House.**—History of the house and its evolution. Planning of a modern house. House furnishing and decoration.

Mj. Autumn Quarter.
ASSISTANT PROFESSOR NORTON.

For third-year students.

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†42. **House Sanitation.**—This course deals with the house as a factor in public health, and includes a study of the following topics: Situation, surroundings, ventilation, heating, drainage, plumbing, lighting, and furnishing. Special attention will be given to modern conceptions of cleanliness and to the investigation of general sanitary conditions from a practical and scientific standpoint.

Mj. Autumn Quarter; 11:00.
ASSOCIATE PROFESSOR TALBOT.

†43. **Sanitary Aspects of Water and Food.**—Special study will be given to the physiological and chemical principles of water and foods, including food analysis, food adulterations, money values, and dietaries. Mj. Winter Quarter; 11:00.
ASSOCIATE PROFESSOR TALBOT.

†45, 46, 47. **Seminar in Sanitary Science.**—The work will be designed only for students capable of carrying on independent investigations. It will deal with new and unsettled problems whose solution will help place the subject of public health on a more secure scientific basis. The topics assigned will be chemical, physiological, bacteriological, economic, or sociological, according to the preferences and training of the individual students.

3Mj. 4 hrs. a week. Autumn, Winter and Spring Quarters; 3:00.
ASSOCIATE PROFESSOR TALBOT.

ELEMENTARY MATHEMATICS.

1. **Mathematics of Central Subjects.**—This course will consist of a study of the mathematical questions which arise in the prosecution of the work in the central subjects of the elementary curriculum. As to subject-matter it will follow the lead of the grade work in general; and as to method, the preparation, critical examination, and discussion of teaching outlines will be the determining factors. Outlines which are carefully prepared will be tested by practice in the class-room, and discussed on the basis of such merits and demerits as are revealed in practice.

3Mj. Autumn, Winter, and Spring Quarters.
PROFESSOR MYERS.

2. **Applied Mathematics.**—The mathematical aspects of industrial and scientific subjects, so far as these subjects are adapted to the elementary school, will be studied more fully in this course than in Course 1. The planning and construction of buildings, the mathematics of the steam engine and of elementary surveying, of the farm and work-shop, of manual training, etc., will constitute the bulk of the work.

3Mj. Autumn, Winter, and Spring Quarters.
PROFESSOR MYERS.

‡3. **Descriptive Astronomy.**—An elementary course, dealing with fundamental facts, principles, and methods. Mj. Summer Quarter; 7:30.
Mj. Spring Quarter; 8:30.
DR. MOULTON.

Prerequisite: *College Algebra and the Elements of Physics.*

GEOGRAPHY.

1. **Geography.**—An elementary curriculum. A study of typical geographic areas in their human and genetic relations. A brief study of North America; its physical, commercial, and historic aspects. Chalk-modeling. Plans for teaching.

2Mj. Autumn and Spring Quarters.
ASSOCIATE PROFESSOR BABER.

For first-year students.

2. **General Geography.**—Plans and teaching in elementary schools. Continental study, physical, commercial, and political relations. Chalk-modeling.

2Mj. Autumn and Spring Quarters.
ASSOCIATE PROFESSOR BABER.

3. **Commercial Geography.**—Plans and teaching. The world's controlling industries based upon climatic, physiographic, and political conditions. Chalk-modeling.

2Mj. Autumn and Spring Quarters.
ASSOCIATE PROFESSOR BABER.

*44. **Commercial Geography.**—A study of the various countries and their chief products; the effect of soil, climate, and geographical situation in determining of national industries and international trade, commercial routes, seaports; the location of commercial and industrial centers; exports and imports; the character, importance, and chief sources of the principal articles of foreign trade. Mj. Autumn Quarter; 8:30.
ASSISTANT PROFESSOR HATFIELD.

† Offered in the Department of Sociology.

‡ Offered in the Department of Astronomy.

* Offered in the Department of Political Econom

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‡1. **Physiography.**—The earth's features, treated with special reference to their origin and significance. Agencies affecting changes in geographic features. Physiographic changes in progress. Genetic geography. This course will also include a brief consideration of the elements of Meteorology (see Course 4 below) and Oceanography. Mj. Autumn Quarter: 3:00.
PROFESSOR SALISBURY.

This course will be repeated in the Winter Quarter at 12:00, and in the Spring Quarter at 9:30. MR. ATWOOD.

‡2. **General Geology.**—A synoptical course treating of the leading facts and principles of the science and the more important events of geological history; adapted primarily for students not intending to specialize in Geology.
Mj. Winter Quarter; 3:00.
PROFESSOR SALISBURY.

Open to students in the Junior Colleges who have had Course 1, or its equivalent.

‡3. **History of the Earth.**—A general treatment of the salient features of the earth's history, adapted primarily for students not intending to specialize in Geology. Mj. Spring Quarter; 12:00.
PROFESSOR CHAMBERLIN.

Open to students in the Junior Colleges who have had Course 1, or its equivalent.

‡4. **The Elements of Meteorology.**—A brief study of the atmosphere and its relations to the rest of the earth. The course will include a consideration of weather and climate, and of their effects upon geologic processes and upon life.
M. First Term, Summer Quarter; 8:30.
DR. GOODE.

‡5. **Physiography.**—The same as Course 1, except that land surfaces only are brought into consideration.
M. First Term, Summer Quarter; 9:30.
PROFESSOR SALISBURY.

‡6. **Historical Geology.**—A brief study of the evolution of the North American Continent, involving the general principles of continental evolution.
M. First Term, Summer Quarter; 11:00.
PROFESSOR SALISBURY.

‡7. **Field and Laboratory Course.**—Study of the geography and geology of Chicago and vicinity, and of relief and topographic maps. The course will include two field trips (one on Saturday) and three laboratory exercises (or lectures) weekly. For teachers, and for those who wish to learn methods of field work.
M. Second Term, Spring Quarter; 3:00.
MR. ATWOOD.
M. First Term, Summer Quarter; 3:00.
MR. ———.

‡8. **Field Geology,** First Course (outside of Chicago).—This course is intended to form an introduction to the more specialized professional courses that follow, and to furnish a basis for the teaching of Geography, Physiography, and Elementary Geology. It involves training in stratigraphic, surficial, and other field determinations, together with mapping, sketching, and technical description. Field is, for 1901, vicinity of Devil's Lake, Wisconsin, First Term, and the Mississippi Valley between Prairie du Chien and Davenport, Second Term.
DM and M. First Term, Summer Quarter.
MR. ———.
Repeated. Second Term, Summer Quarter.
MR. GEORGE.

Prerequisite: *Courses 1 and 2*, or *3*, or *5 and 6*.

‡9. **Mineral Resources of the United States.**—A review of the distribution, the modes of occurrence, the origin, the methods of extracting, and the uses of the various mineral products of economic value in the United States.
M. First Term, Summer Quarter; 2:00.
MR. GEORGE.

‡10. **Elementary Mineralogy and Petrology.**—This course will include the study of the common rock-making minerals, and of the common rocks.
M. First Term, Spring Quarter; 3:00.
MR. ATWOOD.
M. First Term, Summer Quarter; 11:00.
MR. GEORGE.

HISTORY.

1. **History in the Elementary Schools.**—Discussion of a course of study in history for the elementary schools and methods of teaching, especially in the higher grades. Relation of history to the applied arts. M. Autumn Quarter.
ASSOCIATE PROFESSOR RICE.

For first-year students.

‡ Offered in the Department of Geology.

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2. **History for the Primary Grades.**—Outline of work for the primary schools. Primitive industrial arts. Children's stories.
Mj. Winter Quarter.
ASSOCIATE PROFESSOR RICE.
For first-year students.

3. **American History in the Elementary Schools.**—Colonial history and the industrial development of the West. Relation of history and geography. Mj. Winter Quarter.
ASSOCIATE PROFESSOR RICE.
For second-year students.

4. **Social Life in Greece and the Middle Ages.**—The development of the arts. The relation of art and history in the elementary curriculum.
Mj. Autumn Quarter.
ASSOCIATE PROFESSOR RICE.
For third-year students.

*1, 2. **Principles of Political Economy.**—Exposition of the laws of modern political economy.

Course 1. Mj. Summer Quarter; 9:30.
PROFESSOR LAUGHLIN AND ASSISTANT PROFESSOR HATFIELD.
Mj. Autumn Quarter; two sections: 9:30 and 2:00.
ASSISTANT PROFESSORS HILL AND HATFIELD.
Mj. Winter Quarter; 9:30.
DR. MITCHELL.

Course 2. Mj. Summer Quarter; 9:30.
ASSISTANT PROFESSOR HILL.
Mj. Autumn Quarter; 9:30.
DR. MITCHELL.
Mj. Winter Qurter; 9:30.
ASSISTANT PROFESSOR HILL.
Mj. Spring Quarter; 9:30.
DR. MITCHELL.

*3. **Economic and Social History.**—The object of this course is to trace the development of the economic organization of society from the most primitive conditions of which we have knowledge to the beginning of the distinctively modern era. Preparation is thus afforded specifically for the detailed study of various phases of economic development in the nineteeth century provided for in the courses upon Railways, Banking, Money, Financial History, Commerce, Agriculture, Industrial Combinations, etc. It is thought, however, that the course may be of advantage also to students of Political Science and History by giving them a view of the economic side of the social and political life of the past. Special attention is devoted to the study of the manorial system—its origin, characteristic forms, and disintegration—the gradual rise of towns and the life within them, the development and decay of gilds, the mercantile system, changes in agriculture, and, finally, the industrial revolution and its concomitants.
Mj. Spring Quarter; 12:00.
DR. MITCHELL.

‡1. **Civil Government in the United States.**—(For the Senior Colleges; open to Juniors who are credited with nine Majors.)—This course is an analysis of the structure and working of government in the United States, local, state, and national. Mj. Autumn Quarter; 9:30.
Mj. Spring Quarter; 11:00.
DR. MERRIAM.
Prerequisite: *Nine Majors of Junior College Work.*

†1. **The Mediæval Period.**
Mj. (*Required course.*) Summer Quarter; 8:30.
Autumn and Winter Quarters; 9:30.
DR. THOMPSON.

†2. **The Modern Period.**
Mj. (*Required course.*) Summer Quarter; 9:30.
Autumn and Winter Quarters; 8:30.
MR. CATTERALL.

3. **The United States.**
Mj. Summer Quarter; 8:30.
Spring Quarter; 9:30.
MR. CATTERALL.

†8. **The Feudal Age, 814 A. D. to 1250 A. D.**
Mj. Winter Quarter; 11:00.
ASSOCIATE PROFESSOR THATCHER.

†9. **The Age of Renaissance, 1250 A. D. to 1500 A. D.**
Mj. Spring Quarter; 11:00.
ASSOCIATE PROFESSOR THATCHER.

†12. **Europe in the Nineteenth Century.**
Mj. Summer Quarter; 9:30.
DR. THOMPSON.
Spring Quarter; 8:30.
MR. CATTERALL.

†83. **The Colonial Period.** (1492–1789.)
Mj. Spring Quarter; 12:00.
ASSOCIATE PROFESSOR SHEPARDSON.

* Offered in the Department of Political Economy.

‡ Offered in the Department of Political Science.
† Offered in the Department of History.

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*80. **Teachers' Course in American History, 1760–1865.**—Bibliography. Investigation of special topics. Open to teachers of secondary schools who are interested in the teaching of American history. Undergraduate students must take Course 3, or the courses of Group D, as prerequisites. Mj. Summer Quarter; 11:00.
ASSOCIATE PROFESSOR SHEPARDSON.

†1. **General Anthropology.**—Outlines of the Science. Tylor, *Anthropology*. The class work will be based on the text-book named.
Mj. 4 hrs. a week. Summer Quarter, 1903; 12:00. ASSOCIATE PROFESSOR STARR.

†24. **Art and the Artist Class.**—From the sociological standpoint and with particular reference to origins. Animal play and rudimentary expressions of art in animal societies. Mutilation, artificial deformation, stimulants, ornament, dress, tatooing, the dance, music, poetry, painting, sculpture, technology, ceremonial, humor, and play among the natural races. The relation of art to work. Art and gaming in Chicago. For graduate students.
Mj. Autumn Quarter; 9:30.
ASSOCIATE PROFESSOR THOMAS.

†26. **Social Origins.**—Association and culture in early times and in tribal life. Early food conditions, migrations, and race-crossings. Origins and relations of invention, trade, warfare, art, marriage. Class distinctions, the professions, legal, political, and ecclesiastical institutions. Ethnological reading. An introductory course. For Senior College and graduate students.
Mj. Summer Quarter; 8:30.
Autumn Quarter; 8:30.
ASSOCIATE PROFESSOR THOMAS.

†30. **Primitive Social Control.**—A study of primitive juridical and political systems and of social conventions. Family, clan, tribal, and military organization, totemism, tribal and property marks, tapu, personal property and property in land, periodical tribal assemblies and ceremonies, secret societies, medicine men and priests, caste, blood vengeance, salutations, gifts, tribute, oaths, and forms of offense and punishment, among typical tribes of Australia Oceania, Africa, Asia, and America.
Mj. Summer Quarter; 9:30.
Mj. Winter Quarter; 9:30.
ASSOCIATE PROFESSOR THOMAS.

*Offered in the Department of History.

†51. **Contemporary Society in the United States.**—A general survey of natural environment, population and its distribution, industrial and social groupings, typical institutions, etc. Designed as a concrete introduction to the study of social problems, and as a means of correlating the various social sciences.
Mj. Autumn Quarter; 2:00.
ASSOCIATE PROFESSOR VINCENT.

†52. **American Cities.**—A study of the modern city, with especial reference to American municipalities. Analysis of physical conditions, public services, political, industrial, and social groupings. Designed to afford a foundation for the study of special city problems. Expeditions to typical institutions.
Mj. Winter Quarter; 2:00.
ASSOCIATE PROFESSOR VINCENT.

†57. **Rural Communities.**—Conditions of social existence in the country; organization for improvement.
M. Second Term, Summer Quarter; 11:00.
PROFESSOR HENDERSON.

†71. **An Introduction to the Study of Society.**—Designed to serve as an introduction to the special social sciences, economics, political science, ethnology, etc., as they are combined in a general view of society. For Junior and Senior College students.
Mj. Spring Quarter, 1903; 11:00.
ASSOCIATE PROFESSOR VINCENT.

SPEECH, ORAL READING, AND DRAMATIC ART.

1. **Study of Literature Related to Subject-Matter of Science and History.**—Study of the drama. Practice in oral reading. Study of the elements of speech. Gesture. Voice. Mj.
ASSOCIATE PROFESSOR FLEMING.
For first-year students.

2. **Practice in Oral Reading: in Dramatization.**—Relation of modes of expression. Professional literature. Observation of teaching and criticism of plans for teaching. Teaching in elementary school. History and development of the drama. Mj.
ASSOCIATE PROFESSOR FLEMING.
For second-year students.

†Offered in the Department of Sociology and Anthropology.

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ART.

1. **Drawing and Painting** correlated with the other subjects of the curriculum — science, history, geography, and literature. Each Quarter.
ASSOCIATE PROFESSOR DUNCAN.

2. **History of Art.**—Painting, sculpture, and architecture. Autumn Quarter.
ASSOCIATE PROFESSOR DUNCAN.

3. **Clay-Modeling.**—The clay-modeling will be such as is necessary in connection with the study of history, geography, science, and literature, and such as may be needed by the school as a community. It will include illustrations of stories and historical scenes in the "round" and in relief; the modeling of typical geographical areas; in science, the recording of metamorphoses of insects, of the habits and growth of animal life, and the growth of vegetable life. Tiles, pottery, and mosaics will be made as needed. Each Quarter.
MISS HOLLISTER.

FRENCH.

1. **The Pedagogy of French.**—The work of this course will be correlated with cooking, domestic science, sloyd, and nature study.

French literature that will strengthen and enrich the history, geography, nature study, and domestic science of the grammar grades.

Dramatization of such events in history and nature study as will lend themselves to dramatic expression. The knowledge of the mechanism of the language will come through discussions continually arising in writing, memorizing, and acting games and dramatic incidents. Mj. Winter Quarter.
MISS ASHLÉMAN.

MANUAL TRAINING.

1. **Woodwork.**—The manual training will be closely related to the other work of the school. Study of materials used. Cabinet-making. Wood carving.

The course is designed to give a fair degree of skill in the use of woodworking tools and an acquaintance with the aims and principles of manual training. It includes mechanical and freehand drawing in their application to manual training, constructive design, and decoration. Each Quarter.
MISS LANGLEY AND MISS BUTLER.

PHYSICAL TRAINING.

1. **Fundamental Gymnastics.** — A preparatory course for primary and grammar teachers, presenting the fundamental principles of educational gymnastics. Study of normal standards of physical development; its application to school needs.
Autumn Quarter.
ASSISTANT PROFESSOR KROH.

For first-year students.

2. **Theory and Practice of School Gymnastics.** — A course in general gymnastics, with special reference to the class aims embodied in the general scheme of gymnastics in the School of Education. Application of gymnastic principles to school recreation; direction of plays, sports games. Winter Quarter.
ASSISTANT PROFESSOR KROH.

For first-year students.

3. **General and Applied Gymnastics.**—The correlation of school gymnastics with school work in general. Organization; direction; co-operation of teachers. Practical school anthropometry. Adaptation of developmental measures to class- and group-work and to individual treatment. Practice of the higher organized games.
Spring Quarter.
ASSISTANT PROFESSOR KROH.

For first-year students.

4. **General and Applied Gymnastics.**—Pedagogics of gymnastic instruction. The application of the results of scientific investigation to the needs of the normal body. Methods of reinforcing progress; processes in progressive gymnastic development — sequential order and construction in advanced work; technique of execution — form. Gymnastic summaries; study of effects and comparative results. Adaptation of typical sports and games. Regulation of organized recreation on play grounds. Field days. Planning of indoor and outdoor gymnasia. Planning a gymnastic curriculum for a year. Selection of special group work.
Autumn, Winter, and Spring Quarters.
ASSISTANT PROFESSOR KROH.

For second-year students.

5. **Body of the Child.**—Anatomy and physiology; normal size for age; growth and development, work, rest, recuperation; preventable defects.
MISS CRAWFORD.

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6. **Nutrition.**—Amount and character of food; relation between food and physical condition; relation between food and blood; amount and condition of the excretions. MISS CRAWFORD.

7. **Sanitation.**—Physiology of ventilation; lighting; seating; school diseases; posture of body.
MISS CRAWFORD.

LIBRARY.

9. **Books and Their Use.**—History of books. Economic use of books. Reference books and bibliographies. The relation of the library to the individual, the schools, the museum, and various public and private institutions. Relation of specimens, pictures, maps, and charts to books. Children's literature: study of best books and pictures in various subjects.
MISS WARREN.

ENGLISH.

*1. **Rhetoric and English Composition.**—*Introductory College Course.*—Short themes and exercises weekly. Mj. Every Quarter.

Summer Quarter.
Sec. *a* (for undergraduates), 9:30.
Sec. *b* (for teachers), 2:00.
MR. LINN AND MR. FLINT.

Autumn Quarter.
Sec. *a*, 8:30. Sec. *d*, 12:00.
Sec. *b*, 9:30. Sec. *e*, 2:00.
Sec. *c*, 8:30.
MESSRS. LINN, CHANDLER, AND FLINT.

Winter Quarter.
Sec. *a*, 3:00.
Sec. *b*, 11:00. MESSRS. LINN AND FLINT.

Spring Quarter.
9:30. MR. FLINT.

*3. **English Composition.**—Required of all candidates for degrees who have completed nine Majors in the Junior Colleges, including English 1.
Mj. Every Quarter.

3A, General Course.
3B, Narration and Description.
3C, Exposition and Criticism.

Summer Quarter.
3A, 2:00. MR. FLINT.
3B, 11:00. MR. CHANDLER.

Autumn Quarter.
3A, 11:00. 3B, 9:30. 3C, 3:00.
ASSOCIATE PROFESSOR HERRICK, ASSISTANT PROFESSOR LOVETT AND MR. BRUÈRE.

Winter Quarter.
3A, 2:00. 3B, 3:00. 3C, 12:00.
ASSOCIATE PROFESSOR HERRICK AND MESSRS. LINN AND FLINT.

Spring Quarter.
3A, 2:00. 3B, 3:00. 3C, 11:00.
MESSRS. BRUÈRE AND FLINT.

*40. **An Introduction to English Literature.**
Prerequisite: *English 1.*

In this course selected works of a few of the greatest English writers are discussed. The teaching of literary chronology is confined to the few really important dates. The main objects of the course are: to secure intelligent reading of the masterpieces chosen and interest in them; to awaken a desire for wider knowledge; and to cultivate such critical ideas as the student is capable of at this stage of his development.
Mj. Every Quarter.

Required of all students in the Junior Colleges of Literature and Science. It is a prerequisite to all other courses in English Literature.

Autumn Quarter; 9:30.
PROFESSOR MACCLINTOCK.
Winter Quarter; 9:30.
MR. BRUÈRE.
Spring Quarter; 11:00.
ASSISTANT PROFESSOR TOLMAN.

*80. **English Literature for Teachers.**—The texts, the methods of study, and the aims of teaching literature will be considered.
M. First Term, Summer Quarter; 9:30.
ASSISTANT PROFESSOR REYNOLDS.
Prerequisite: *English 1 and 40, or their equivalents.*

*100, 101. **American Literature.**
2Mj. Autumn and Winter Quarters; 9:30.
DR. TRIGGS.

The University Elementary School.

THE KINDERGARTEN.

Age: Three to six years.

The kindergarten supplements the home, is to the children a larger home with greater opportunities for realizing their relationship to their individual homes and to the community. The ideal followed is the organization of a community life based upon a mutual understanding of the rights and privileges of each

*Offered in the Department of English.

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member. This ideal is worked out through creative play in such a way as to lay the foundation of a broad and deep education. The everyday occupations and industries, as well as the fanciful and æsthetic environment, are employed to broaden the experiences of each child.

Field Work.—Outdoor excursions to park and lake. Observation of seasonal changes, habits of plants and animals, and the relation of land and water.

Construction and Self-Expression: Building with large blocks and kindergarten blocks; use of the kindergarten materials; clay modeling; molding in sand; elementary cooking and weaving; woodwork.

Music.— Rhythmic movements; interpretation of characteristic rhythms in ball games and dancing; humming melodies; composing simple rhymes and melodies; correlated song singing.

Plays and Games. — Rhythmical imitative plays; sense games; dramatization of home life, industries, trades, and natural phenomena.

MISS ALLEN AND MISS HOWELL.

FIRST GRADE.

The work of the first year is based: (1) Upon those occupations employed by the children in making a play house and furnishing it, as manual training, weaving, designing, modeling in clay, and sewing; (2) upon those necessary to entertainments and games, as cooking and serving; telling and dramatizing stories; (3) upon field trips. The purpose in the work is to widen experience in many directions, to secure conditions for more complete living, rather than specilization along any one line.

History.—Reproducing the home life by building and furnishing a playhouse.

As the accomplishment of the occupations involved require fuller knowledge, visits are made to museums, factories, and shops to see how other people meet the same necessities.

These visits give the children an opportunity to compare the results of their crude efforts with the best that the world has produced.

Nature Study.— Observing and making pictorial record of changes in landscape color and in plant and animal life, due to temperature. Observation in the spring of the effect of rainfall on soils and on plant and animal life. Making and care of a garden. Care of animals.

Geography.— Outdoor living: Trips to the parks, woods, swamps, lake-shore, sand-dunes, farm. When possible, more than one trip is made to the same place.

Cooking.— Cooking and serving luncheon. The selection of articles cooked will give experience with fruits, starch in vegetables and grains, albumen in egg; the methods of cooking, baking, boiling, and toasting.

Housekeeping.— Care of room; setting and clearing table; laundering dusters, napkins, and doll's clothing.

Entertainments.— Parties to other children in the school; morning exercises; celebration of festivals.

Literature.— Myths, poems, and stories of heroes nature, animals, and fairies.

Manual Training.— Making of playhouse, its furniture; needed articles for the school; Christmas presents.

Number.— Used wherever a definite quantity, size, or proportion is necessary to clear thinking, limited by the ability of first grade children. Drill to secure skill in the necessary operations.

Reading and Writing.— Employed solely as means of communication. Writing: in making records of work done in the various subjects; invitations, notes to parents, and receipts for cooking. Reading: either to gain desired information, a jingle or story.

Art.— Painting, blackboard drawing, and modeling in clay to illustrate stories, record observations, design tiles, wall-paper, and rugs for the playhouse.

Music. — Songs, rhythmical games, and dances. Ear-training through perception of scale tones.

Physical Training.—Anthropometic measurements; sense tests. Frequent rest periods, spent in plays and games, out-of-doors as far as possible. Individual corrective work and class gymnastics.

MISS WYGANT.

SECOND GRADE.

The basis of work in this grade lies in: (1) Social occupations—cooking, gardening, woodworking, clay-modeling, weaving, and basketry; (2) field work; (3) games and entertainments.

Nature Study.—Simple lessons on the materials and processes employed in the occupations of school and home. Answers to questions arising from children's individual observations in the field. Observation of plant and animal life in the garden, on the prairie, in the swamp, and at the lake-shore; changing colors of landscape; corresponding changes in temperature.

History.—Lessons showing how other peoples have done the same things that the children are doing. Hunter, shepherd, and agricultural life as typified by Indians, cave men, Swiss lake dwellers, cliff dwellers, and ancient Hebrews.

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Geography.—Sources from which come the materials used in the daily occupations. Routes and methods of transportation. Study of swamp and prairie areas. The lakeshore. Making of soils. Scenes of history lessons. Field excursions.

Literature.—Bible stories, myths, nature stories, and poems, fairy tales. Occasional dramatization.

Mathematics.—Continuation of work in first grade. Telling of time. United States money. Metric scales of weight. Decimal system of notation. Processes and language of addition and subtraction. Writing and learning of tables as needed.

Painting and Drawing.—Illustration of lessons and stories. Simple studies of subjects of nature lessons.

Reading.—Descriptions, stories, and poems needed in all the occupations and studies.

Writing.—Records, letters, and stories related to all work of the class.

Spelling.—Words used in writing.

MISS MITCHELL.

THIRD GRADE.

Occupations.—Cooking, baking, preserving. Care of domestic animals: chickens. Gardening: a vegetable and flower garden. Pottery: making of dishes, vases, statuettes, bas reliefs. Woodwork: needed apparatus for the school, gifts for the home, toys. Sewing: a few necessary articles, dusters, bags, aprons.

Field Work.—Trips to the park, woods, prairies, lake shore, dunes, swamp.

Games and Entertainments.—Outdoor sports and games: dancing; gymnastic exercises; entertainments for special days—Thanksgiving, Christmas; morning exercises; parties to the parents and children of other grades.

Science.—Experiments to answer questions arising from the occupations of the children, food elements, steam, soil. General aspects of the landscapes; interrelation of plant and animal life.

Sociology.—The life of the farmer and other workers. Their social environment and organization. How they serve society and how society serves them.

Geography.—A study of forms of land adapted to farming. Climate. Work of rivers. Soils.

English.—Reading and telling of stories. The Israelites in Egypt; Greek and other hero stories; fairy tales; nature stories and poems. Reading related to all other work of grade as a means of study. Writing in making notes, keeping records, and writing stories.

Mathematics.—Used solely to bring about clearness and definitions of thought and action. Ideas of balance, proportion, time and force gained through the occupations, field work, and games. Practice in the fundamental operations to give necessary skill.

Drawing and Painting.—In connection with all the occupations and field work.

Music.—Singing: making and reading songs.

French.—Taught and practiced while the class is engaged in: care of schoolroom; preparation for luncheon, serving of luncheon; washing of dishes; clay-modeling. Games made from these different occupations; games characteristic of French life; songs; dictionaries made of vocabulary as it daily increases. In connection with blackboard reading and writing, printed songs, games, rhymes, and simple stories will be read.

MRS. THORNE-THOMSEN.

FOURTH GRADE.

Central Subject.—Chicago, a study of the city as a larger community. The problems requiring solution will be based upon observations made and data collected on excursions to particular social centers. (1) Occupations in which the people are engaged: excursions to food centers, as Stock Yards, market, bakery, etc. Buildings and building materials. Textile industries. (2) Transportation: source and method of transporting construction, textile, and food materials. History of modes of transportation. (3) Means of communication in their relation to transportation. (4) Municipal service: water supply; illumination; streets; bridges. (5) The early history of Chicago: Marquette, Joliet, and La Salle.

Science.—A general study of the methods of utilizing heat, steam, electricity, and compressed air. Observation and experimental investigation of the materials used in construction. Observations in the fall and spring of the life forms of type geographical areas in the environs of Chicago, as swamp, shore, ravine.

Number.—Continued use of the fundamental operations. Common and decimal fractions and percentage. An appreciation of the comparative value of different kinds of labor. All the modes of measurement necessary in the solution of the problems arising in all the work of the grade.

Occupations.—Sewing, hand and machine; clay-modeling; woodwork; simple metal work; cooking.

English.—Stories of heroism: Siegfried, Roland, Horatius. Literature correlated with the other work. Nature myths, and poems. Stories of animal life by Kipling and Seton-Thomson. Stories of industries and descriptions of the sources of material used in the industries of the city.

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Writing.—Keeping records; descriptions of industries as carried on in the city; original stories; dramatizing favorite stories.

Art.—Drawing and painting in connection with all the work.

French.—Study of fruits in connection with the making of jellies. Representation by children of grape-gathering in France: "Les Vendanges." French Christmas: "Noël." "Carnaval." French games. Singing of songs in French festivals, and songs dealing with home life. Nationalities in Chicago taken up briefly; their native clothing and food compared with ours. Excursions to settlements particularly characteristic of foreign life. Excursions to buildings in Chicago that commemorate French explorers. French reading lessons on Marquette, La Salle, and Joliet relative to their stay in Chicago. Dramatic incidents connected with these French explorers represented by the children.

Physical Training.—Games, indoor and outdoor. Apparatus work. Free exercise for the sake of general development.

Music.—Songs adapted to the season and to the age of the children.

MISS VAN HOESEN.

FIFTH GRADE.

The occupations of the Fifth Grade include textile work, which will receive special emphasis, cooking, manual training, and clay-modeling.

Cooking.—Planning and preparation of daily luncheons. Cooking of simple dishes for social entertainment. A study of methods of preparing foods on a colonial farm or plantation.

Manual Training.—Making of articles needed in the schoolroom, some necessary apparatus, Christmas gifts, and games.

Textile Work.—The principal work is making some beautiful bit of textile work for the home and for the various rooms of the new school building. This work involves a close investigation of the textile industry, including sewing, spinning, and weaving; use of various materials; a study of the process of cloth manufacture by primitive methods; stories of inventions; investigation of the factory system.

History and Literature.—Home life and industrial conditions in the time of our colonial forefathers. The literature of colonial times.

Autumn Quarter: New England farm and village life. A Virginian plantation.

Winter Quarter: Dutch homes in Old New York. The Quaker settlement. French colonization in America (see French).

Spring Quarter: Comparison of colonies. Conflict of colonial claims to territory. The fall of the French power in America. The War for Independence.

Geography.—(1) Field work: A study of the geographic types in the Chicago region; of the geographic processes which are influencing the features observed. A final working out of the story of the Chicago region. (2) Industrial geography. A study of the principal industries of North America; an expansion of the work begun in fourth grade. (3) A study of the geographical conditions influencing the settlement and development of the American colonies.

Nature Study.—(1) Field work. The plant societies of the different regions, studied in relation to the topographic forms on which they have developed, viz., dunes, beach, bluff, beach ridge, uplands, flood plain, swamp. Animal life of regions visited studied as far as possible in its natural environment. To give opportunity for more careful study, those animals which will not suffer by being brought into the schoolroom will have proper homes provided for them there. (2) Experimental work: Experiments in plant physiology which help to account for differences noted in the plant societies. Experiments in physics and chemistry vital to cooking and to a clearer understanding of the various industries. (3) Observation of the weather and landscape changes, the varying length of days and nights, change in position of sun at noon. Recording of data by committees. Study of climatic conditions in other regions of North America in connection with the study of the industries.

Art.—Art expression used constantly in connection with the subjects of study. Clay-modeling; designing with crayon and water colors; water-color sketching of landscape and of individual objects; sketching in white and colored crayon on blackboard and gray paper.

Music.—Rote songs. Notation and sight-reading. Composing melodies.

Speech, Oral Reading, and Dramatic Art.—Drill in articulation; training in correct utterance of vowel sounds. Dramatization, in costume, of scenes from colonial life in America. Oral reading of dramatic poems and prose selections. Poems studied and memorized.

Silent Reading (study).—Looking up topics assigned or chosen. Reading descriptions and narratives giving pictures of life in other lands and times. Study of texts of songs. Study of beautiful and inspiring poems and prose selections, which may or may not be expressed orally.

Writing, Spelling, English.—Recording of data; field notes. Descriptions of experiments; of regions

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visited, and industries studied. Letters to children of other regions. Written dramatization of stories and of scenes from the lives of the peoples studied. Original stories.

Mathematics.—Used whenever it will produce clearer and stronger imaging, and therefore closely correlated with all other work done. When greater skill in combination of numbers is necessary for economy's sake, drill is given.

French.—Conversation during luncheon and games with third and fourth grades. Songs characteristic of French life. French explorations and settlements. Reading selections "du Journal de Marquette, et de la vie de Jolliet, La Salle," etc. Representations by children of dramatic incidents connected with French work. Text-books made from the records of questions asked and rules arrived at by explanations.

Physical Culture.—Fundamental gymnastics, games, plays, and recreation in and out of doors. Measurements, physical examination, sense tests, and fatigue tests. Corrective gymnastics.

MRS. ATWOOD.

SIXTH GRADE.

Geography.—A detailed study of the areas upon which are enacted the scenes of the history studied. North America, Eurasia, northern Africa: rivers, mountains, plains, plateaus, climate, natural and cultivated products, location of cities, commerce.

History.—General theme: patriotism and public service. A series of stories leading up to the story of the American Revolution. The Greek defense against the Persians; the beautifying of the city of Athens; Coriolanus; the Gracchi; Hannibal; the struggle of the Swiss for freedom; the siege of Leyden.

Nature Study.—The landscape as an organism throughout the year.

Autumn Quarter: Use of thermometer, barometer, and rain-gauge. Distribution of sunshine. Distribution of seeds in typical areas. Animal movements. Heat. Steam. Study of coal and other fuels.

Winter Quarter: Use of thermometer, barometer, and rain-gauge. Distribution of sunshine. Study of foods: their composition, supply, and prehension. Wood.

Spring Quarter: Use of thermometer, barometer, and rain-gauge. Distribution of sunshine. Birds. Earthworms and their relation to soil. Plant life in relation to soil, light, heat, and moisture. The garden.

Mathematics.—Study of angles necessitated by the measurements of the varying altitudes of the sun from day to day and from month to month. Mensuration of surfaces in the distribution of sunshine. Other topics arising out of the geography: longitude and time and latitude. Fractions, common and decimal, used whenever convenient. Percentage, interest and profit and loss. Scale-platting (ratio and proportion) in connection with manual training. Bills and statements of account in home economics.

Cooking.—Canning and preserving of fruits. Flour cookery, especially study of doughs and batters and methods of lightening them. Percentage of gluten in flour determined. Carbon dioxide from baking powder, and from yeast. Study of fermentation. Air pressure.

English.—Same as in fifth, except for greater detail.

German.—The language begun. Vocabulary acquired through object lessons correlated with nature study, manual training, and gymnastics. Reading: Grimm's *Fairy Tales* and stories from Greek mythology. Dictation and easy composition.

French—Patriotic songs. Heroic tales of patriotism. French life in Swiss mountains; animal life in Swiss mountains, particularly cattle. La Fayette, his life; the part he took in American Revolution. Current French history told to the school as recorded in French newspapers of Montreal, Quebec, New Orleans. Presentations by the children of dramatic incidents taken from their French reading.

Art.—Drawing, painting, and modeling correlated with all subjects. Landscape work in color.

Industrial Art.—Study of fabrics in connection with history. Dyeing of yarns.

Dramatic Art.—See fifth grade.

Music.—Same as the fifth grade, but more advanced Two-part songs.

Manual Training.—Bookbinding. Apparatus needed in nature study. Article for use in the school. Wood-carving.

Physical Training.—Developing and corrective exercises. More highly organized games and plays. Anatomy and physiology. Relation of structure to function.

MISS CURTIS.

SEVENTH GRADE.

History.—Printing, newspapers, and books, book illustration and bookbinding, as a type of a modern industry. The history of its development. The history of map making and the growth of geographical knowledge from the time of the Crusades to the present. Stories of Marco Polo, Prince Henry the Navigator, Columbus, Da Gama, Magellan, Galileo.

Geography.—Study of lines of commerce, travel, and exploration by land and sea. Mathematical geography. Making of maps.

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Nature Study.—Collection of data to be used in the study of mathematical geography. Field work for the observation of seasonal changes. Meteorological record. Experiments for solution of problems arising in all departments of grade work.

English.—Reading of stories to be adapted to one of the lower grades. Preparation of these stories for printing. Reading in connection with the other subjects. Writing necessary to the entire grade work.

Mathematics.—Fieldwork in elementary surveying. Determining of latitude and longitude. Diameters of earth, moon, and sun. Calculation of wind-pressure. Relative cost of land and water transportation. Practice in fundamental operations sufficient to give ease in their use.

German.—Reading and adaptation of stories for printing (see English), *e. g.*, Siegfried Parsifal, Barbarossa, Meistersingers, Gutenberg. Reading related to the general grade work.

Hand Work.—Making of sewing-bench, cutting-board and other tools for use in bookbinding. Printing of stories. Binding of these into books for a lower grade. Making of Christmas gifts; simple instruments used in observations of sun; articles needed about the school or at home.

Domestic Science.—Simple analysis of foods. Problems arising from the application of heat in cooking. Cooking for the purposes of entertainment and hospitality.

Art.—Drawing, painting, and modeling necessary to the general grade work.

Gymnastics,—Gymnasium practice. Indoor and outdoor games.

Music.—Seventh and eighth grades organized into a glee club. MISS DERATT.

EIGHTH GRADE.

The considerations governing the selection of work in the eighth grade are: (1) characteristics of children of eighth grade age; (2) needs of community life.

1. Characteristics: (*a*) A growing sense of personal responsibility; (*b*) newly awakened social interests; (*c*) lack of physical and emotional control.

2. Needs of community life: (*a*) Individual efficiency; (*b*) sense of social duty; (*c*) æsthetic sense.

This outline aims only to indicate means through which the eighth grade pupils may secure their own self-adjustment and meet some social demands. It is not intended that either the problems or the means of their solution shall be imposed upon them, but that in both the initiative shall come from the pupil.

History.—Roman (Period of the Republic), to emphasize civic responsibility, and to assist in the solution of the problems before our government today. Current history and its relation to industry.

Literature.—In relation to the history, *Julius Cæsar*, Macaulay's "Lays," etc. Selected poems, plays, and stories which shall give expression to the strongest emotions controlling the pupils.

Language.—Latin, to bring out Roman life and Roman ideals. English: grammar through Latin; composition, in relation to subjects of study. Modern languages continued in a weekly club.

Geography.—In relation to Roman history and current history.

Nature Study.—Interpretation of observations as applied in geography. Study of some scientific discoveries and of some scientific explorations and expeditions.

Home Economics.—Study of the house and its evolution. Scientific discoveries as applied to home life.

Art.—Illustration of subjects of study as applied to schoolroom decoration.

Manual Training.—Making objects for the home, things necessary or helpful to other members of the school community, articles for personal use.

Mathematics.—Roman architecture and structural work; territorial expansion; number work in Nature Study; equipment of scientific expeditions; cost of living; decorative form work; mathematics of field and shop. Use of equation and algebraic processes when advantageous.

Physical Training.—Gymnasium exercises. Games and plays.

Music.—Organization of a glee club to aid in all musical exercises of the school.

General Social Life.—Entertainments; making of Christmas presents, valentines, etc.; care of the school building and grounds, including making of garden and raising vegetables for school use; directed efforts toward improving alleys, vacant lots, etc., in the neighborhood of the school. MISS STILWELL.

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NEW PUBLICATIONS OF THE UNIVERSITY OF CHICAGO PRESS.

EDUCATION.

Some Types of Modern Educational Theory ("Contribution to Education" No. 6), by Ella Flagg Young. 80 pp., 12mo, paper, *net*, 25 cents; postpaid, 28 cents. This contribution does for the various modes of educational reform already in vogue, what is done in the third number of the series for the educational situation as a whole. Various types in educational standpoints and methods are set forth with reference to fundamental psychological and ethical principles. This paper will be found of great assistance, not only to teachers, but to all interested in finding their way amid the apparent confusion of contemporary efforts toward educational reform.

MATHEMATICS.

The Velocity of Light (Preprint from "The University of Chicago Decennial Publications," Vol. IX), by Albert A. Michelson. 12 pp., 4to, paper, with illustrations, *net*, 25 cents; postpaid, 27 cents. Professor Michelson's researches on this subject while at the United States Naval Academy attracted wide attention among physicists. Following the line of his entire experiments, he now describes a new method by which the velocity of light, the accurate determination of which is of such great importance in physical and astronomical research, may be measured with a very narrow margin of error.

RELIGION AND THEOLOGY.

The Newberry Gospels ("Historical and Linguistic Studies," First Series, Vol. II, Part I), by Edgar J. Goodspeed. 30 pp., royal 8vo, with illustrations, *net*, 25 cents; postpaid, 27 cents. This publication is the second one to appear of the historical and linguistic studies in literature related to the New Testament issued under the direction of the Department of Biblical and Patristic Greek of the University of Chicago. It is a careful collation of this Greek manuscript of the gospels in the Newberry Library, Chicago, and reprints the text as found therein.

ENGLISH.

On the Text of Chaucer's Parlement of Foules (preprint from "The University of Chicago Decennial Publications," Vol. VII), by Eleanor Prescott Hammond. 26 pp., 4to, with diagrams, *net* 50 cents; postpaid, 53 cents. This publication is a discussion of the genealogical relations and intrinsic worth of the existing manuscripts of this poem, aiming to show that no text as yet printed is strictly critical, and that the critical text will contain certain metrical features, which if discovered in other reconstructions of Chaucerian originals, will compel a readjustment of current theories as to the poet's metre.

ANNOUNCEMENTS.

EDUCATION.

The Child and the Curriculum ("Contributions to Education," No. 5), by John Dewey. 12mo, paper, *net* 25 cents; postpaid, 28 cents. This contribution shows that the value of psychology is not limited to the matter of methods of teaching, but affects the subject-matter as well. It shows how every subject stands for a certain region of real experience on the child's part, and how impossible it is for it to fulfil its purpose in education, unless the teacher grasps the child's experience that lies back of the formal study, and sees this in relation to the child's experience as a whole. (Ready about June 15.)

The Imagination in Spinoza and Hume ("Contributions to Philosophy," Vol. II, No. 4), by Willard Clark Gore.

The Functional versus the Representational Theories of Knowledge in Locke's Essay ("Contributions to Philosophy," Vol. III, No 1), by Addison W. Moore.

Epideictic Literature (preprint from "Studies in Classical Philology," Vol. III, No. 3), by Theodore C. Burgess.

Unpublished Letters of Wilhelm Müller, by P. S. Allen and J. T. Hatfield.

Lectures on Commerce and Administration. This publication will contain in book form the series of lectures on commerce and administration delivered during the past winter at the University of Chicago. The lectures were delivered by representative business men, and cover a wide range of commercial activity, including the management and operation of railways, the steel industry, wholesaling and advertising.

THE UNIVERSITY OF CHICAGO DECENNIAL PUBLICATIONS.

This series will set forth and exemplify the material and intellectual growth of the University during the first ten years of its corporate existence, and will consist of ten volumes, which are now in an advanced stage of preparation. The first two volumes will contain the President's Report to the Board of Trustees on matters of administration. The last eight volumes will consist of separate articles by representative members of the faculty, containing the results of original research in many fields. The lines of study represented in general will be Philosophy and Education, the Political and Social Sciences, History, the Languages and Literatures of the Old and New Testaments, Theology and Church History, the Classical Languages and Archæology, Sanskrit and Comparative Philology, the Romance and Germanic Languages, English, Mathematics, Astronomy and Astrophysics, and the Physical and Biological Sciences. The various articles of the volumes will be issued and circulated in separate form, and will constitute valuable contributions to science. The volumes will be issued in quarto form, 8⅝ × 11⅛ inches. Many of the contributions will be issued as preprints from the regular volumes. Those already published are *The Velocity of Light*, by Albert A. Michelson, and *On the Text of Chaucer's Parlement of Foules*, by Eleanor Prescott Hammond, which have just appeared. Announcement is made of several more extensive contributions in octavo form. Among these may be mentioned Wager's *The Life and Repentance of Marie Magdalene*, an old English morality play, edited with an introduction and notes by Frederic Ives Carpenter; *Osmotic Pressure in Plants*, by Burton E. Livingston; *The Poems of Lady Winchelsea*, by Myra Reynolds; *Calculus of Variations*, by Oskar Bolza; *Light Waves and Their Uses*, by Albert A. Michelson.

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The University of Chicago

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CORRESPONDENCE INSTRUCTION

To accommodate those who cannot attend the class-room exercises, the University of Chicago offers instruction by correspondence in the following subjects

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Comparative Religion
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Sanskrit
Greek
Latin
French
Italian
Spanish
German
English Rhetoric and Composition
English Literature
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Old Testament Literature and Interpretation
New Testament Literature and Interpretation
Church History
Homiletics
Library Science

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For circulars address THE UNIVERSITY OF CHICAGO (Div. R), CHICAGO, ILL.

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THE UNIVERSITY OF CHICAGO.

The **Law School** of the University will be opened October 1, 1902. The standard of requirements has been so arranged as to make the school practically a graduate school. One year may be saved by the student in the combined work of the college and the Law School under a plan which admits to the professional courses in law those who have completed three years of college work, the bachelor's degree being conferred at the end of the first year of the professional course.

The **Medical School** work is done in co-operation with Rush Medical College, the courses of the first and second years being taken at the University. The work of the Senior College (third and fourth years) at the University is elective, with the exception of three majors (one quarter's work) of philosophy and history, required for the degree of Bachelor of Science, or six majors of similar work required for the degree of Bachelor of Arts or Bachelor of Philosophy. The student may elect for the last two years of his course for the bachelor's degree, work in the sciences fundamental to medicine, which covers the work of the first two years of the medical curriculum. Thus, the bachelor's degree and the degree of Doctor of Medicine may be secured in from six years to six years and a half.

The **Divinity School** permits Graduate and Senior College students to register in all its departments. In the fourth year of college work a student may elect a large part of his work from the curriculum of the Divinity School. The courses thus elected will be counted in credit for the degree of Bachelor of Arts and also for the degree of Bachelor of Divinity.

The **School of Education,** organized primarily to train teachers for elementary and secondary school work, offers graduate courses in many departments.

The **College of Commerce and Administration** offers courses specially adapted to students who plan to enter upon careers in banking, insurance, railway administration, journalism, or general business.

The University gives credit for undergraduate work successfully taken in other institutions of similar grade.

All communications should be addressed to

THE UNIVERSITY OF CHICAGO,
CHICAGO, ILLINOIS.

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The University of Chicago

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The Summer Quarter

1 9 0 2

The Circular of Information for the Summer Quarter of 1902 at the University of Chicago presents a program full of interest for those who desire to spend some part or all of the summer months in study.

The Calendar during the coming summer the arrangement of the terms will remain as last year. The quarter will begin on Wednesday, June 18, the two terms being divided as follows: first term, Wednesday, June 18, to Friday, July 25; second term, Saturday, July 26, to Saturday, August 30.

Departments Offering Courses Instruction will be given in twenty-eight distinct departments in the University, and also in the Divinity School. In these various departments a large number of distinct courses are announced, thus affording a very wide range of subjects.

The Staff A large number of teachers and lecturers will be in residence, including not only one hundred and twenty-five of the regular faculty of the University, but also representatives of a number of other institutions in America and Europe.

University Open Lectures The program of The University Open Lectures, to which persons who are not regularly matriculated in the University will be admitted on moderate terms, will be sent on application.

FOR CIRCULARS OR OTHER INFORMATION ADDRESS

The University of Chicago

CHICAGO, ILLINOIS

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THE UNIVERSITY RECORD

OF

THE UNIVERSITY OF CHICAGO

FOUNDED BY JOHN D. ROCKEFELLER

Vol. VII JUNE, 1902 No. 2

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APPLICATION MADE FOR ENTRY AT THE POST-OFFICE AT CHICAGO AS SECOND-CLASS MATTER, UNDER THE ACT OF JULY 16, 1894

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VOLUME VII NUMBER 2

UNIVERSITY RECORD

JUNE, 1902

THE SERVICE OF SCIENCE TO THE UNIVERSITY, AND THE RESPONSE OF THE UNIVERSITY TO THAT SERVICE.[1]

By PRESIDENT HENRY PRITCHETT, Ph.D., LL.D., Massachusetts Institute of Technology.

THE present age has been called, and rightly so, the Scientific Age. At no other period of the world's history has science played so great a rôle in human life. She has come into modern civilization not only as the cheerful maid-of-all-work, to light and cleanse and beautify the path of humanity, but she has found her way into the very sanctuary of the individual human soul, to affect profoundly man's views of history and of philosophy and of the significance of life itself.

To say that the university has shared in this general service of science to all institutions and to all civilized men is to state only a part of the truth. The university of today — such an institution as that in which we now foregather — is fundamentally different in spirit and in method from the medieval institution which bore that name, or even from the university of a century ago. That difference is due absolutely to the growth of what is called the scientific spirit, and to the adoption of what is called the Scientific Method. A statement of the service of science to the university is, therefore, largely contained in the definition of what science itself is.

What is the scientific method? And who are scientific men? How does the scientific method differ from other methods, and what criterion may be applied by which it may be decided whether a man be truly a scientific man or not?

The answer to these questions is not easy. It is less difficult to say what the scientific method is not, than to indicate, in a few words, what it is. But some appreciation of its meaning lies at the beginning of any attempt to understand the work of men of science, or of any attempt to estimate the significance of the scientific research of the past forty years.

A very bright woman once said of Boston that it is not a place, but a state of mind; and something similar to this may be said of the scientific method — it is not a method of observation; it is not a special sharpness of vision; it is not the ability to study with tireless patience the phenomena of nature; it is not the habit of bringing together all the facts before making a deduction; it is not even the devoted pursuit of truth, although it includes all these. The essential quality of the scientific method lies rather in the attitude of mind of the student who uses it, than in any form of observation, or grouping of facts, or even in devotion to its truth as he sees it. That attitude can scarcely be described by a single word or a single phrase. It is perhaps best indicated by the words "open-mindedness" and "intellectual sincerity." In other words, he who seeks truth in the scientific spirit binds himself to no *a priori* theories, accepts as his guide no formulated creed, allows no halfway truth to divert his reasoning. But he goes much farther; he follows the facts as fast as they are proven to be facts, whithersoever these facts may lead; he accepts them no matter though they go directly against theory and directly against tradition. The scholarship of the university has

[1] Delivered on the occasion oft he Forty-second Quarterly Convocation of the University, held in the University Quadrangles, June 17, 1902, at 10:30 A. M.

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always had, in greater or in less degree, the qualities of devotion and of energy. But the great service which science has rendered to it has been not simply in directing the scholarship of the university into new channels, and in the addition of scientific subjects to the university curriculum. The real service of science consists in the fact that it has given a new scope and a new spirit to all scholarship, no matter what direction scholarship may turn. It has brought to the university the conviction that the scientific method — that open-mindedness and intellectual sincerity — lies at the basis of all true scholarship, and today these are admitted as necessary conditions, whether the student work in physics or chemistry; in history or in economics; in literature or in theology. This is the distinctive characteristic of the scientific method, and in this lies the real service of science to the university.

I think it is very easy for us to undervalue the great meaning of these few words. It does not seem much when one says that the adoption of the scientific method means open-mindedness and intellectual sincerity. For after all this scientific method is no new thing. This method of study which includes the humbler virtues of patience and energy, and which finds its perfect development in sure thinking, in open-mindedness, in intellectual sincerity, is that which has been used in the past by all great men who have led mankind to clearer and higher views of truth, and of justice. Socrates and Marcus Aurelius and Jesus the Christ have followed this way. And the glory of our day is not in the discovery of the way but the opening of it to all the world. It is to this end that humanity has labored through centuries with groanings that cannot be uttered. For a thousand years the path of intellectual sincerity, which leads to spiritual freedom, was barred to all but the few, and these walked therein with fear and trembling. The very influences which might most naturally have helped to clear this path proved the severest obstacles, and the spiritual freedom which seemed so near after the first great triumph of Christianity came only after centuries of disappointment and patient toil. But it came, and the nineteenth century of our era passed into history illuminated by an immortal glory — the glory of individual freedom of the mind for all men.

It is into this larger freedom that science has led the university, and the debt which the university owes to science and the scientific method is no mere debt for material gains, no obligation which can be paid by dollars and cents, by halls and by laboratories. The gift of science to the modern university is the priceless gift of a new scholarship, a scholarship which can be satisfied by nothing less than spiritual freedom, and which can grow in no other atmosphere.

To this service there is one response, and one only that the university can make which is adequate, and that is made when the university maintains about it an atmosphere in which the truest scholarship will flourish; when the university lends itself to the life of intellectual sincerity; when the university is the home of spiritual freedom, and therefore the home of the true scientific spirit. And the question which science and which scientific men of America today ask of the American university is this: Will the university repay to science the debt it owes? Will it be the home and nursery of the science of the future? Will there come from its doors men inspired by the scientific spirit who may by their service make still plainer the way of truth in which all men may walk?

"The chief duty of a nation," writes Lowell, "is to produce great men; for without them its history is but the annals of ants and bees." There is a great truth contained in this observation, for if a nation give not great men to great causes that nation either lacks the fiber out of which great men are made, or else the cause itself has not appealed to those capable of responding to it. Whether a nation fail to produce great men by inherent weakness or whether it fail to produce them because the atmosphere to grow great men is wanting, the result is apt in the long run to be

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the same. Such a nation becomes satisfied with mediocre things, it loses the inspiration of high endeavor, it is content with those things which are transient and material, rather than with those things which are true and are eternal. For it is ever true, as Martineau has written: "The best of all a man's work is to show us what he is. The noblest workers of our world bequeath us nothing so great as the image of themselves." It is computed that the discoveries of Pasteur in a single decade were worth in money more to France than the value of the indemnity paid to Germany. But the greatest service which Pasteur rendered his country was the gift of himself. Nor is the growing of great men by any means the result alone of individual influence and example, however potent these may be. The institutions of a country determine in large measure the directions of national greatness, and the maxima to which national greatness may attain. There is a sort of reciprocal relation between the great men and the great institutions of a country. Montesquieu has expressed the truth, at least in part, when he says, "in the infancy of societies chiefs of the state form the institutions; afterwards the institutions form the chiefs of the state." Who are the chiefs of the state? Are great scholars of science and literature — and, as Huxley was wont to say, these are not separate things, but two parts of the same things — are the great scholars to be counted as chiefs of the state along with statesmen and warriors and financiers? If they are have we an institutional life favorable to their growth?

The American who reads the story of scientific progress for the century just closed, if he be interested in science as a part of a great patriotic movement, will note some facts not altogether pleasing to national complacency.

He will, first of all, observe that the Americans whose names are remembered in a world's record of scientific achievement are few. The American whose name one finds on this roll of honor is usually one who — like Bell or Edison or Thomson — has made splendid applications of science rather than the discoverer of great principles. He has come, as a rule, not from the American college or university. His scientific career can seldom be traced to some great teacher, nor has he, with rare exception, transmitted his own enthusiasm to a group of students,

> Who to the sage devoted from their youth,
> Imbibed from him the sacred love of truth,
> The keen research, the exercise of mind,
> And that best art, the art to know mankind.

And nowhere in the record stands the name of a great master — one who might rank with Helmholtz, or Darwin, or Pasteur.

May we hope for such in the twentieth century, and will they come from the American university?

I apprehend that to this question only the future can vouchsafe reply. No man will undertake to predict what the growth of the future may bring forth. I ask your attention, therefore, to what seems to me a more practical exercise, namely, a brief statement of the constitution of the American university as it has come to exist within the last decade, the organization which it has assumed, and finally to point out certain conditions which seem to me necessary, if it is to be the home of the highest scholarship, if it is to send out great names in science, if it is to repay to science the debt it owes.

Professor Ladd wrote fifteen years ago in his little book on higher education, "although there may be universities in America, no one can tell what an American university is." The words in more than one sense are true today. The title university is borne by some hundreds of institutions in America today. With the exception of perhaps a score it is no more an index of the work which the institution is conducting than the title of colonel is in Kentucky an index of the occupation of the gentleman who bears it. In most cases it has been assumed in the spirit of Paul's definition of faith as "the substance of things hoped for," and too often "as the evidence of things not seen."

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One cannot but regret, from the standpoint of historic scholarship, the misuse in our country of the name university, and the haste with which our colleges have assumed it. However characteristic of American custom it may be to covet the larger title, it is surely no gain for true scholarship — and true scholarship is the scholarship of truth — it is no gain for true scholarship when an old and great college elects to become a weak university.

Notwithstanding all this, however, and admitting frankly that we have today in the United States no university in the exact sense in which that term is used on the continent of Europe, an institution has arisen within the last two decades distinctly American, growing out of the American college, which has a real university purpose and aim, and which in its outward organization seems likely to furnish the type of institution to be known as the American university.

The beginning of this new American university dates from the founding of the Johns Hopkins University a quarter of a century ago. The founder of this institution had no particular sympathy with the university idea, and no plan with respect to the founding of one. The administration of his gift fell fortunately into the hands of a man in touch with the scholarship of the world. The time was ripe for a school devoted to literary and scientific research. American students had been attending in increasing numbers the great universities of Europe. Many of them had come home inspired with the intellectual atmosphere of the German seminar. The note of scholarship was beginning to make itself heard. The establishment in Baltimore of a university whose chief aim was research met instant and hearty recognition. Its success quickly bore fruit in the establishment of graduate schools in other universities and colleges, and in the quickening of graduate schools already in existence. The establishment in 1892, on broad and generous lines, of the University of Chicago, gave fresh impetus to the current setting toward university effort.

Meantime another educational movement had come in to modify its organization and to influence its spirit. Cornell and the great state universities of the West began their work without traditions in favor of one or another branch of learning. The study of the classics and the study of applied sciences were admitted as equally worthy of university cultivation. The scientific school assumed in these institutions, in response to the popular demand, the form of a technical school similar to the polytechnicum of Germany and to the technical schools founded after its pattern in this country.

The scientific schools of the older Eastern colleges, which had at their inception looked rather toward the cultivation of pure science, soon felt the influence, perhaps the competition, of this movement and their schools of science — such as those of Harvard, Yale, and Columbia — have taken on more of the character of technical schools than schools of science.

The practical resultant of these two movements is the American university as we know it today — a graduate school, but resting upon the college and the scientific school. It admits to its lectures and to its laboratories the graduates of each, and offers the doctor's degree upon terms quite similar to those upon which the degree is sought in continental universities. How rapidly the graduate school has developed is in part indicated by the mere statement of its numerical growth. When Johns Hopkins university opened its doors in 1876 there were about four hundred graduate students in all the colleges and universities of the United States. Today students in the graduate schools number six thousand.

The American university as thus constituted — a conglomerate institution including college and technical school — and crowned by the graduate school — differs from the college in the place which it gives to independent individual scholarship, to the scholarship of research. Whatever the college or the scientific school may stand for, the graduate school stands for scholarship, its aim

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is the promotion of the spirit of research. It is in response to the demand for such opportunity for research that the graduate school has arisen out of the college and the scientific school.

Of all national efforts to promote the spirit of research the German universities are perhaps the most successful. Our graduate school bears a closer relation to these than to any other university effort. The American college is the historic background of the graduate school. The German university has back of it a history which is a part of the nation's history. What are the underlying national movements which have developed these two characteristic efforts at higher education?—for institutions of learning like all other public institutions grow out of the life of the nation in which they rise.

All systems of education, whether in Germany, America, England, or China, undertake to train men for citizenship. In the introduction to that impressive collection of volumes given forth at the recent celebration of the founding of Yale college, President Hadley gives forcible expression to the idea in these words: "The real test of an educational system lies in its training of the citizen to meet political exigencies. If it accomplishes this result it is fundamentally good, whatever else it may leave undone; if it fails at this cardinal point, no amount of excellence in other directions can save it." The educational system of Germany and that of the United States alike undertake to train men for citizenship. In Germany the ideal toward which the citizen is led is intellectual freedom, and the university is the concrete expression of that ideal. The ideal of individual freedom toward which America looks is political independence. The American college is the national response to this ideal.

The history of the influences under whose action the German people came to accept as their ideal intellectual rather than political freedom, is the story of the German people itself. A powerful influence in this direction came in with the reformation and the moral and spiritual quickening which followed it. The German states, with Prussia in the lead, have been constantly hemmed in by powerful neighbors. A strong centralized government has been almost a necessary condition for existence. The efforts to establish a democratic form of government have been fitful and unsuccessful. But with unfailing devotion the Germans have struggled for intellectual and moral freedom. It is not easy for us, as Americans, to understand that a people can struggle more earnestly for spiritual freedom than for political liberty. But this is the historic contribution of the German people to the progress of the race. The American declaration of independence declares all men (politically) equal. The constitution of the new German Empire proclaims the freedom of the scholar in the splendid words "Die Wissenschaft und ihre Lehre sind frei," and by that freedom the German people stand watch and guard. Nor king nor emperor is strong enough to lay hands upon it.

During the last two hundred years the people of the United States have developed under very different conditions. The war with England intensified the passion for political independence, already strong in American hearts. Since that time the conquering of a new continent, the experience of civil war, the relations with other countries have deepened the sentiment and strengthened the national ideal. The American college, developed under these influences, represents, no less truly than the German university, a a dominant national sentiment. It has trained men in ever widening directions for American citizenship. It no longer stands as the entrance to the learned professions only. Its dominant note is not one of scholarship. From its doorway a multitude of paths diverge into all the activities of a varied citizenship. It is today the American conception of a preparation for citizenship in a free state, whose ideal is political feedom. It has served its purpose well. To regret that it is not the German university is to regret that Germany is not America.

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Nevertheless it is well to recognize frankly that the German university stands for an ideal which America and American institutions cannot disregard. Political freedom is a splendid thing, but it is not so splendid as spiritual freedom. If the American college stands for the training for a citizenship whose ideal is political liberty, the American university must stand for a citizenship whose ideal is spiritual freedom. It is for this purpose that the graduate school has grown out of the college. If this growth is the expression of a true national movement, there stands back of it a higher interpretation of the meaning of American citizenship; if it be a response to a national sentiment it marks a later stage in the development of national character.

Notwithstanding the establishment of the graduate school, the dividing line between those institutions which are fairly considered universities and those which are colleges is still very uncertain, and some difficult questions of a practical sort need to be solved. We surely do not need as many universities as we have institutions, which now bear that title. Shall some of them drop the name and assume one that more distinctly indicates their work? This were a consummation devoutly to be wished but as yet realized in only one instance, magnificent in its isolation.

Shall the colleges which remain colleges attempt work of research, or shall that be considered distinctly a function of the university? May the Schools of Technology, which at least have the merit of really carrying on the work which their name implies, have a relation to the university? If there were a chemical affinity between institutions of learning, the technical schools and the colleges might unite to form universities, just as oxygen and hydrogen unite to form water. This, also, must wait a larger development of altruism. One other union only is more difficult to effect than that of two educational enterprises — that is the union of two church organizations of the same faith.

Shall the schools of technology, on the other hand, establish departments of research and develop into universities of applied science, and, following the lead of the German technical schools, offer the degree of doctor of engineering?

The university itself presents in its undergraduate branches differences of educational practice as great as those which exist between the institutions themselves. In the college the student is trained for citizenship under a régime which allows an election either absolute or partial of the studies he pursues. In the engineering school of the university the student, also being trained for citizenship, is required to take an absolutely rigid programme of studies. The situation reminds one of the political status of the Australian colonies before the federation. Side by side grew up states — such as New South Wales and Victoria — both under the English flag, the one committed to the doctrine of thoroughgoing free trade, the other to a system of rigid protection. It is comforting to reflect that both prospered. After all, the training of the school is only part of the man's education, as the tariff is only one of the political conditions which affect the growth of a state.

The question whether the college and the technical school and the university can best serve the ends sought by each when separate, rather than when merged into one complex organization, such as our modern American university, is one whose discussion is perhaps now academic. The experiment is already being tried. One can hope only for the best results, while at the same time striving to overcome the difficulties. Whatever the advantages, one cannot doubt the reality of such difficulties.

One of the arguments most frequently put forward in defense of the present organization of the American university is the plea that the graduate school will furnish inspiration and guidance to the undergraduate departments.

No doubt this is in part true, but it is quite as important to remember that our universities are,

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for the most part, still great colleges with a relatively small graduate school at the top. And it is altogether likely that for a long time to come, as in the past, the great undergraduate stream of life and undergraduate interests will form the dominant influence in the university. And the American college, product as it is of American national life, reflects today no less the weakness than the strength of our national character. In no institution has the commercial tendencies of our national life been more strongly reflected than in our college-universities. The American university as it has grown out of the undergraduate branches has approximated more and more closely business organization; it advertises its facilities for study in the same way in which the better commercial houses advertise their wares (a collection of college advertising literature is a most amazing and entertaining exhibit); it operates through a publicity bureau to reach the daily press; it maintains a correspondence bureau with preparatory schools and an employment bureau for placing its graduates. One finds in the student life a reflection of the same commercial tendency. I do not refer to the increasing luxury and the increasing cost of college life, a consequence seen to follow the increasing luxury of American home life. It is rather upon the intellectual and scholarly forces in the college life that these tendencies show greatest effect.

The scholarly influences in the colleges are, on the whole, relatively less, it seems to me, than in the college of fifty years ago.

> "The love of learning, the sequestered nooks,
> And all the sweet serenity of books"

are still to be found, but are relatively less in evidence.

That which we call college spirit, that intangible something which gives color and direction to the influences of the college life, has no touch of scholarship in it. It is intensely local, and differs in no essential respect from the feeling which the boy entertains toward his preparatory school. It has no contact with the universal company of scholars. It is almost wholly a product of the student effort without association or co-operation from their instructors.

Perhaps partly for this reason it has taken the form of an intense athleticism which has grown out of all perspective, and which has been permitted to obscure scholarship.

I believe in a brave and wholesome college spirit, one that shall include a real affection for the intellectual home of the college youth. But that spirit should at least have some touch with the scholar's life. It should help in some measure to bring the student into the goodly fellowship of books and of scholars. It should reflect the life and the influence of the teacher as well as of the student.

I believe also in a wholesome athletic life, and in a manly form of athletic contest. But the athletic spirit should be a part of the college spirit, not dominate it. Furthermore, it should be separated absolutely from the professional and the commercial side. Professional coaches and gate receipts ought to have no part in the sports of students, and the elimination of these would very quickly help to restore to a modest and proper scale college sports, and to leave them games rather than occupations. And in the intercollegiate athletic contests graduate students should not enter.

All the influences, both those to which I have alluded and others, which tend away from scholarship are also those which tend to develop the college side of the composite American university rather than the research side.

For a long time to come even our strongest universities are likely to remain in effect great colleges with a relatively small graduate school at the top. And if they are to become universities in the real sense it would seem to be necessary to strengthen scholarly influences in the college upon which the graduate school is grafted. To attempt to cultivate the highest scholarship in the graduate school without quickening that spirit in the college is like trying to increase the fruitful-

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ness of a tree by treating its branches instead of furnishing nourishment to its roots.

Amid the commercial tendencies of our national life it is worth while to remind ourselves continuously that the American university is not a business institution; and that however important to its well-being certain business considerations are, no account of business ability, no excellence of administration, no endowment however generous, can take the place of a noble scholarship nourished in an atmosphere of intellectual freedom.

And finally, if our American university is to be the nursery of great men of science, it must arouse a national appreciation of scholarship as a part of citizenship. Patriotism, as it is conceived in our country, takes the form of military or political service. The idea of serving one's country by devotion to science or letters; of adding to her fame and her glory by service in chemistry or biology, or in literature, is practically an unknown motive among American youth. Yet it is one of the forms of patriotism most common in Germany and in France.

Last year an American firm sought to bring to its factories an expert from a well known German university. The representative of the firm who visited the professor in his vacation found him absorbed in the effort to elucidate a principle of vital importance in his research. He refused all overtures to leave his work. As a last argument the American urged that self-preservation demanded a change. He pointed out that ten years more of such intense study meant death. But the German brushed the suggestion aside with the words, "Oh, what matters it if by running the machine at double speed I accomplish in ten years what I might otherwise do in twenty, the Fatherland is by ten years the better off. For me it matters not if I serve her successfully."

Pasteur's scientific career was one inspired by a passionate patriotism — a spirit which he received from his masters and which he handed down to his own famous band of students. "Science," says he, "is of no country, but the scientist must bear deep in mind all that may work toward the glory of his country. In every great scientist will be found a great patriot. The thought of adding to the greatness of his country sustains him in his long efforts, and throws him into the difficult and glorious scientific enterprises which bring about real and durable conquests."

The American is no whit behind the German or the Frenchman in devotion to that which appeals to him, but scholarship has as yet filled no part in his conception of patriotism. It remains for the graduate school, as the crowning member of our educational system, to connect patriotism and scholarship, and to open the door to a larger conception of citizenship.

On the two panels of the gate which faced the water at your great exposition of 1893 were two inscriptions — on one side — "Civil Liberty the Means of Building up Personal and National Character," on the other — "Toleration in Religion the Best Fruit of the Last Four Centuries."

Since that day has grown up in your midst the most enduring of all human institutions, a great university, and with it has grown a new conception of American citizenship. In the hope of the immortal life and the spiritual power of your university, whose growth is your growth and whose life is your life, let us add yet a third inscription on the archway by which your city is entered: "The University the Home of the True Scholarship, the Door to the Highest Citizenship."

And now let me in closing say one word concerning another feature of the university organization. I have assumed in all that I have said concerning the university that, for the purposes of scholarship, the university is contained in that part of the organization under the Faculty of Arts and Sciences — in German universities the Philosophical Faculty. The schools of medicine and law, which in this country form parts of our universities, are not, with few exceptions, graduate schools. Even in these cases their purpose is to train men for the practice of particular professions, not for science or for letters. The philoso-

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phical faculty alone makes the work of scholarship its supreme object. Whether or not the connection of the law school and the medical school with the university be desirable it still remains that for the purposes of science the university is practically contained in the Philosophical Faculty.

With theology the case is quite otherwise. Theology is the name which men have given to the science of religion. If it be a real science it has the same relation to religion which astronomy has to the stars, or which botany has to the flowers. Its place in the university is the same as that which other sciences occupy and not in a separate school. Approximately some such position if taken by the science of theology in the protestant universities of Germany. The results of the labors of their scholars have borne precious fruit in the researches of the last fifty years.

Theology, which has most need for the company of the other sciences, has always been shyest of any intimacy with them. In this country it has only the slenderest contact with the university. The theological seminaries which exist as separate schools are not schools of theology in any scientific sense. They are training schools for fitting men for the ministry of a particular sect, practically denominational technical schools. However useful and however desirable they may be as fitting schools, it is most unfortuate that they should be the sole representatives of theology, and that theology should itself be divorced from other sciences. No better proof of this can be had than the meager work of scholarship which theology shows in this country. A still more serious criticism is found in the fact, again and again referred to by current writers, that the theology taught in our seminaries is the theology of a hundred years ago. The protestant church in this country, which showed such marvelous adaptability to the conditions of life during the first half of the last century, has not kept equal touch with the conditions of later growth. It has lost contact on the one hand with a large part of our laboring population in cities, and has lost touch on the other hand with scientific men. This has not come about by any lack of interest in religion, it has not come entirely through lack of interest of scientific men. The result, so far as we see it today, is due in considerable measure to the attitude toward scholarship of those who control the various branches of the protestant church. One of the causes of such estrangement is the isolation of theology. The university represents today the highest effort of the race, not alone toward intellectual achievement, but toward intellectual sincerity. Theology cannot grow, in any deep sense, apart from this common effort toward truth. On the other hand, if religion be the divine life in the individual human soul, the knowledge of that life has a significance beyond all other knowledge; and the science which deals with that life, with its history, its phenomena, and its laws, should surely find a home with other sciences in the true university. For a training school for preachers the university has no place, but for theology as a true science the ideal university has a need as real as that which the true theology has for the university.

During the past fifty years the faith of Christendom has seen old ramparts broken down and old creeds swept away; but through these scenes of doubt there has shone the glimmer of a larger faith, which grows brighter as religion joins hands with scholarship. For such a union there is no other place than a university which shelters the sincerest scholarship and which breathes the air of spiritual freedom. In such an atmosphere only will there be nurtured those who will lead humanity, it may be slowly and laboriously, it may be step by step, but who will lead, none the less surely, into that larger hope which Tennyson saw in faith when he sang:

> I falter where I firmly trod
> And falling with my weight of cares
> Upon the great world's altar stairs
> That slope through darkness up to God,
> I stretch faint hands of faith and grope,
> And gather dust and chaff, and call
> To what I feel is Lord of all,
> And faintly trust the larger hope.

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THE PRESIDENT'S QUARTERLY STATEMENT.

THE SPRING QUARTER.

MEMBERS OF THE UNIVERSITY AND FRIENDS:

OUR SPECIAL GUEST.

The visit of our special guest, President Pritchett, is especially opportune at this time in view of the fact that the University has already taken up the consideration of the question of establishing its Technological School. For the large and practical point of view which he has given us in the treatment of his theme, and for the clear and definite suggestions which he has presented, we desire to extend to him our thanks. The name of the Massachusetts Institute of Technology is known from one end of the world to the other as that of an institution representing the highest ideals in the work for which it stands. Its distinguished president has placed us today under weighty obligations.

THE DEATH ROLL.

The death roll for the quarter has been unusually large. Five members of the University have been taken away. Mr. Max Jonas, a Junior College student, who had been present during the autumn and winter quarters, and had returned for work in the spring quarter, left the University April 3 and died April 28. Mr. Jonas had suffered for many months from the disease which resulted in his death. This illness interfered in a marked degree with his work, but in spite of disease he continued his effort almost to the end of his life.

Esther Dowie, a Junior College student, died May 14. She entered the University as a student last October, and was esteemed most highly by her friends and instructors.

On May 13 Mr. F. W. Wood, a student in the Graduate School, was taken away. Mr. Wood had completed his work for the Master's degree and the degree would have been conferred upon him today. By special action of the Senate the diploma has been prepared and sent to his wife. He was a graduate of Oberlin College and had engaged in graduate work at Yale University as well as at the University of Chicago. He was a faithful student and an inspiring teacher.

Our University community was surprised to learn that one of the visiting alumni, a member of the University Congregation, the Honorable Genio M. Lambertson, of Lincoln, Neb., while in attendance upon the Convocation exercises, was taken suddenly away on last Sunday morning. The University flag still flies at half-mast in his honor. Mr. Lambertson had attended the meetings of the Alumni Association Saturday afternoon, and was one of the principal speakers at the alumni banquet Saturday night. Mr. Lambertson was a member of the class of 1872, in the old University of Chicago. After graduation he entered upon the profession of law in Lincoln, Neb., where he soon won for himself an honorable position. He carried several important cases before the Supreme Court of the United States. He was for a time United States district attorney. He was also a candidate before the Republican caucus of Nebraska for United States senator. Throughout his professional life he always cherished great love and enthusiasm for his Alma Mater. Time and again he left behind pressing engagements and came long distances to attend the college reunions. In 1897, the twenty-fifth anniversary of his graduation, he returned to this city to meet his classmates and with them to have his degree re-enacted by the University.

Mr. Lambertson was indeed a most noble and lovable man, who commanded the respect and enthusiasm of his friends, who served well his country and his age, and ended an honorable career in the prime of his strength and usefulness.

During the Spring Quarter death has also entered our professorial circle and removed a brilliant and beloved member of our faculties. John Henry Barrows, Professorial Lecturer on Comparative Religion, died in Oberlin, O., June 3, 1902. He was a most loyal servant and devoted friend of the University. It was through his

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encouragement that Mrs. Caroline E. Haskell began to make her series of generous gifts of which the Haskell Oriental Museum is the conspicuous example. Of the Haskell and Barrows lectureships founded by her, Professor Barrows was the first incumbent. As Haskell lecturer he delivered seven courses of lectures at the University from 1895 to 1901. On the Barrows foundation he lectured in the chief cities of India and Japan, speaking with glowing eloquence and great effectiveness on the subject, "Christianity the World Religion." Touching life genially at so many points as minister, preacher, missionary, traveler, teacher, and college president, he has left his mark of helpfulness on many human interests and attached to himself an unusually wide circle of friends. With them today the University is united in a common bond of sorrow at his passing away.

Let us, in accordance with our usual custom, rise and stand in memory of these departed members of the University.

THE LAW SCHOOL.

The organization of the Law School, which was begun in the winter, has been practically completed during the present quarter, by the selection of a faculty, the acquisition of a library, and the laying out of next year's work. The faculty will consist of the following members: Professor Joseph Henry Beale, Jr., Professor Ernst Freund, Professor Clarke Butler Whittier, Professor James Parker Hall, Professor Blewett Lee, and Professor Julian W. Mack. It is now generally recognized that a law school cannot properly fulfil its appointed task, nor take its place as an integral part of a university, if instruction is carried on altogether or in large part by men whose attention is chiefly devoted to the duties and cares of active practice. At the same time, the presence in the faculty of those who are in active practice is important in keeping the theoretical work in touch with the interests and responsibilities of the profession. Provision has been made for treating a large number of subjects which are not of sufficient magnitude or importance to constitute full courses, and which do not form part of the regular curriculum, in the form of lectures which are to be given by eminent specialists.

The following have been appointed lecturers: Henry V. Freeman, Charles E. Kremer, Francis Warner Parker, George R. Peck, and Frank F. Reed. Additional appointments will be made and announced in the near future.

An adequate and valuable law library is being purchased. A complete collection of all the legal series of the English-speaking countries has been secured, including the reports of all the courts of the United States and of the several States and Territories, of England, Scotland, Ireland, Canada, Australia, and India, the statutes now in force in these jurisdictions, and an exceptionally full set of sessions laws, many of them rare, and valuable for historical as well as legal purposes. Arrangements are being made for adding to these sources of the common law, an adequate library of foreign reports, statutes, magazines, and treatises. At the opening of its work the Law School will own 18,000 volumes, acquired at an expense of nearly $50,000, an equipment unrivaled by any law school in the West, and by very few law libraries in the country. The faculty and students will have at hand all the material required for the most extended legal study. During the year 1902–'03 the Law School will offer the full three years' curriculum so that advanced students may enter and complete their studies. The Law School, being a graduate school, will confer upon those who successfully complete its curriculum the degree of J. D. (*Juris Doctor*). This form of degree has been chosen after consultation with the two other graduate law schools of the country, and in the expectation of its adoption by these schools in the near future.

The school will be housed during the coming year in the new Press Building. The erection of a separate law building on the Quadrangle will be begun immediately, and it will be ready for

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occupancy in the summer of 1903. The proposed law building will also furnish temporary quarters for the Historical group.

THE SCHOOL OF EDUCATION.

The vacancy in the directorship of the School of Education occasioned by the death of Professor Francis W. Parker, has been filled by the Trustees of the University, upon the recommendation of the Trustees of the Chicago Institute, by the appointment of Professor John Dewey. Certain steps have been taken in the reorganization of the work of the School of Education with a view to developing more fully the work of training teachers for secondary schools. In this connection the Department of Education, hitherto connected with the Department of Philosophy in the Faculty of Arts, Literature, and Science, has been transferred to the School of Education, and to the faculty of this school there have been added the faculties of the Laboratory Elementary School, the South Side Academy, the Chicago Manual Training School, and the Department of Education.

It is a most favorable omen for the successful realization of our hopes that the enlarged work is undertaken with the heartiest sympathy and good wishes of the trustees of the Chicago Institute and of its founder, Mrs. Emmons Blaine. Needless to say, perplexing problems will arise in the adjustment and welding together of various forces into a co-ordinate whole. Mutual conference has made it clear that these will be met and solved in a spirit of reciprocal confidence, and of earnest endeavor for the fulfillment not only of the letter of the contract by which Chicago Institute became the School of Education of the University of Chicago, but also of the spirit of the hopes and aspirations of that great departed leader of educational progress Colonel Francis Wayland Parker.

The work of the School of Education has been arranged for the full period of the summer quarter. In connection with its work the following special lecturers and instructors have been appointed: President G. Stanley Hall, of Clark University, and Mr. James L. Hughes, of Toronto, in addition to our own Professor Dewey and Professor Coulter.

THE ALUMNI.

Nothing has given the University greater satisfaction than the larger interest shown in the work of the University during the past year by its alumni. Attention has already been called to the considerable number of the alumni who occupy positions in the faculties of the University. The organization of new clubs and associations in different parts of the country, and the active interest taken in the meetings of these associations by the alumni and former students of the University, furnish sufficient evidence that there has been large growth in the manifestation of loyalty to the University, and of interest in its progress. The Alumni Association has appointed a committee of fifteen to consider and report to the individual alumni the facts with reference to the publication of a daily newspaper which shall represent the students and the alumni. The establishment of such a daily will unquestionably prove to be a most important addition to the existing factors of our university life. It is greatly to be hoped that the report of this committee of fifteen may be of such a character as shall justify the hearty co-operation of every friend of the University.

Through its Board of Recommendations the University has been able during the last two or three years to render valuable assistance to former students and alumni by placing them in connection with vacant positions, especially in the field of teaching. Steps are now to be taken looking toward the enlargement of the scope of this board in order that it may furnish assistance to all alumni and former students in every field of professional activity. An effort will be made during the coming year to publish a decennial catalogue of students and alumni. It is uncertain

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yet whether funds for this publication can be secured. The time has come when such a catalogue should be prepared. The number of names to be included is, however, so large that the expense involved may be greater than can be provided for. It is understood that henceforth the alumni of the University will be expected to join in the convocation procession, and that seats will in every case be provided for those who indicate beforehand their purpose to be present.

THE SUMMER QUARTER.

The preparations for the Summer Quarter have been completed, and its work will begin tomorrow morning. The number of courses offered and the number of officers appointed to serve are greater than in any previous summer. In addition to the staff of the University the following members of other institutions will render service to the University.

From the (Bohemian) University of Prague, Professor Thomas Garrigue Masáryk; from the University of Michigan, Professor Henry C. Adams; from the University of Tennessee, Professor James Douglas Bruce; from Harvard University, Professor Albert Bushnell Hart; from Brown University, Professor William MacDonald; from the University of Colorado, Professor Fred B. R. Hellems; and Mr. James Van Sickle, the superintendent of the schools of Baltimore, Md.

NEW BUILDINGS.

It is unnecessary to make report concerning the new buildings. One has only to glance around in order to see that the Press Building is practically finished, that Hitchcock Hall will be ready for use within thirty or sixty days, that the Gymnasium, the Commons, the Tower, the Club House, and the Assembly Hall are all well under way, and that the foundations for the buildings of the School of Education are nearly finished. The coming year promises to be an active one from every point of view for the Committee on Buildings and Grounds. Steps have already been taken in the preparation of plans for the buildings which are to be occupied by the Law School and the Divinity School. Additional tunnels are being built crossing Lexington, Woodlawn, and Kimbark avenues, through the property recently secured by the University and extending into the grounds set apart for the School of Education. The capacity of the Power Plant is being doubled. Every effort is being put forth to meet the new demands which are constantly being made upon the University for additional space.

THE ATTENDANCE.

The attendance in the various divisions of the University during the Spring Quarter, 1902, has been as follows:

	Men	Women	Total
The Divinity School:			
The Graduate Divinity	94		94
The Unclassified Divinity	15	2	17
Dano-Norwegian Theological Seminary	23		23
Swedish Theological Seminary	36		36
Totals	168	2	170
The Graduate Schools:			
Arts and Literature	113	71	184
Ogden School of Science	122	30	152
Totals	235	101	336
The Colleges:			
The Senior Colleges	167	159	326
The Junior Colleges	254	266	520
University College	16	27	43
Totals	437	452	889
Unclassified Students	44	83	127
The Medical School:	177	3	180
The School of Education:	3	77	80
Grand Totals	1064	718	1782
Deducting repetitions			43
			1739

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COMPARATIVE ATTENDANCE.

The attendance during former Spring Quarters has been as follows:

	Men	Women	Total
Spring Quarter 1893 - - -	428	131	559
" " 1894 - - -	515	240	755
" " 1895 - - -	701	328	1029
" " 1896 - - -	662	360	1022
" " 1897 - - -	765	367	1132
" " 1898 - - -	699	395	1094
" " 1899 - - -	700	500	1200
" " 1900 - - -	787	488	1275
" " 1901 - - -	839	581	1420

These figures show a gain of 22 per cent. over the attendance for the Spring Quarter of 1901.

REGISTRATION AND INSTRUCTION.

PHILOSOPHICAL-SOCIOLOGICAL GROUP.

	Instructors	Courses	Registrations
IA. Philosophy - - -	5	8	156
IB. Education - - -	4	7	81
II. Political Economy - -	5	10	156
III. Political Science - -	2	4	98
IV. History - - - -	7	10	312
V. Archæology - - -	1	1	15
VI. Sociology - -	5	13	195
VII. Comparative Religion -	1	2	7
Totals - - - -	30	55	1020

LANGUAGE AND LITERATURE GROUP.

Ancient Languages:			
X. Sanskrit - - - -	3	6	25
XI. Greek - - - -	5	8	100
XII. Latin - - - -	6	15	247
Totals - - - -	14	29	372
Modern Languages:			
XIII. Romance - - - -	5	11	205
XIV. Germanic - - -	5	10	262
XV. English - - - -	9	15	394
XVI. Literature (in English) -	2	3	141
Totals - - - -	21	39	1002
TOTALS FOR GROUP - -	35	68	1374

PHYSICAL AND BIOLOGICAL SCIENCES.

Physical:			
XVII. Mathematics - - -	7	14	220
XVIII. Astronomy - - -	5	7	12
XIX. Physics - - - -	5	9	132
XX. Chemistry - - -	4	13	326
XXI. Geology - - - -	5	8	118
Totals - - - -	26	51	808
Biological:			
XXII. Zoölogy - - - -	5	6	246
XXIII. Anatomy and Histology -	3	3	23
XXIV. Physiology - - -	8	7	309
XXV. Neurology - - -	1	3	31
XXVII. Botany - - - -	5	12	172
XXVIII. Pathology and Bacteriology	4	5	165
Totals - - - -	26	36	946
TOTALS FOR GROUP - -	52	87	1754

REQUIRED GROUP.

	Instructors	Courses	Registrations
XXXI. Public Speaking - -	3	7	178
XXXII. Physical Cult. and Athletics	8	14	592
Totals - - - -	11	21	770

THE DIVINITY GROUP.

VIII. Semitic Languages - -	5	11	58
IX. Biblical Greek - -	3	6	113
XLIV. Systematic Theology -	2	5	47
XLV. Church History - -	2	3	55
XLVI. Homiletics - - -	2	3	36
VI. Sociology - - -	1	3	36
XXXI. Public Speaking - -	1	1	10
Totals - - - -	16	32	355

THE SCHOOL OF EDUCATION.

Education - - - - -	1	1	76
Natural Science - - - -	1	2	67
Home Economics - - - -	1	1	7
Mathematics - - - - -	1	1	18
Geography - - - - -	1	2	60
Speech and Reading - - -	1	2	25
Art - - - - - -	2	2	57
Manual Training - - - -	1	1	23
Physical Training - - - -	1	1	15
Music - - - - - -	1	1	31
Totals - - - -	11	14	379

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UNIVERSITY COLLEGE.

XII. Latin	1	1	9
XIV. Germanic	1	1	17
XX. Chemistry	1	1	6
XXII. Zoölogy	1	1	8
Totals	4	4	40
Grand Totals	*156**	*281*	*5692*

NEW APPOINTMENTS.

The following appointments have been made during the Spring Quarter:

John Henry Beale, jr., to a professorship in the Law School, and the Deanship of the Law School.

James Parker Hall, to a professorship in the Law School.

Julian W. Mack, to a professorship in the Law School.

Blewett Lee, to a professorship in the Law School.

Clark B. Whittier, to a professorship in the Law School.

Ernst Freund, to a professorship in the Law School and transferred to the Faculty of Law.

Francis W. Parker, to a lectureship in the Law School, on Patent Law.

Judge Henry V. Freeman, to a lectureship in the Law School, on Legal Ethics.

George E. Kremer, to a lectureship in the Law School, on Admiralty Law.

George R. Peck, to a lectureship in the Law School, on Railroad Law.

Frank F. Reed, to a lectureship in the Law School, on Copyright and Trade Marks.

Samuel Wendell Williston, to a professorship in palæontology.

John Cummings, to an assistant professorship in political economy.

W. H. Hudson, to a professorial lectureship in English Literature in the University Extension Division.

W. C. Wilcox, of the University of Iowa, to a professorial lectureship in political science in the University Extension Division.

Dr. J. C. Webster, to a professorial lectureship in obstetrics.

Dr. James Nevins Hyde, to a professorial lectureship in dermatology.

Carl Kinsley, to an instructorship in physics.

Edgar J. Goodspeed, to the assistant directorship of the Haskell Oriental Museum.

G. W. S. Adams, to a lectureship in political economy.

Arthur Constant Lunn, to an associateship in applied mathematics.

Henrietta Becker, to an assistantship in German.

Wallace Craig, to an assistantship in zoölogy.

Dana Lewis Gates, to an assistantship in zoölogy.

Edwin G. Kirk, to an assistantship in zoölogy.

G. Yoshioka, to a docentship in Japanese.

Emma L. Dickinson, to the librarianship of the biological library.

J. M. Poor, to a voluntary research assistantship at the Yerkes Observatory.

* Deducting three repetitions under "Instructors."

UNIVERSITY PREACHERS.

The following gentlemen have been appointed University preachers for the year 1902–3: Professor George B. Stevens, of Yale University; the Right Rev. Bishop J. L. Spalding, of Illinois; Bishop Charles B. Galloway, of Mississippi; Professor Henry C. King, of Oberlin; Bishop John H. Vincent; Chancellor E. Benjamin Andrews, of Lincoln, Neb.; Professor W. W. Fenn, of Harvard Divinity School; Rev. E. Winchester Donald, of Boston; President W. D. Hyde, of Bowdoin College; Rev. W. E. Griffis, of New York; Rev. Edward E. Hale, of Boston; Rev. N. D. Hillis, of Brooklyn; Rev. Lyman Abbott, of New York; Rev. Henry M. Sanders, of New York; Professor Henry van Dyke, of Princeton; Rev. John Humpstone, of Brooklyn; Rev. S. J. McPherson, of Lawrenceville, N. J.; and Rev. W. S. Rainsford, of New York.

PROMOTIONS.

The following promotions have been made during the Spring Quarter:

Professor John Dewey, to the Directorship of the School of Education.

Mr. James H. Breasted, from an Assistant Professorship to an Associate Professorship of Egyptology and the Semitic Languages.

Mr. Bradley M. Davis, from an Instructorship to an Assistant Professorship of Botany.

Mr. Ira W. Howerth, from an Instructorship to an Assistant Professorship of Sociology in the University Extension Division.

Mr. H. F. Mallory, from an Associateship to an Instructorship in the University Extension Division.

Mr. E. A. Bechtel, from an Associateship to an Instructorship in Latin.

Mr. C. E. Merriam, from a Docentship to an Associateship in Political Science.

Mr. George L. Marsh, from an Assistantship to an Associateship in English Literature in the University Extension Division.

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INSTRUCTORS ON LEAVE OF ABSENCE.

The following instructors have been on leave of absence during the Spring Quarter:

Professors: W. C. Wilkinson, H. E. von Holst, Harry Pratt Judson, Charles Chandler, C. R. Barnes, Rollin D. Salisbury, Frank Frost Abbott, John M. Manly, Robert Francis Harper.

Associate Professors: Oliver J. Thatcher, Karl Pietsch, W. I. Thomas, Alexander Smith, Charles Zueblin, Robert Herrick, Jerome H. Raymond, J. W. Moncrief.

Assistant Professors: H. M. Schmidt-Wartenberg, George H. Mead, George C. Howland, Herbert L. Willett, Clyde Weber Votaw, Ferdinand Schwill, William Hill, Robert Morss Lovett, William Vaughn Moody.

Instructors: Luanna Robertson, Ira W. Howerth, Elizabeth Wallace, A. W. Moore, R. A. Millikan, G. J. Laing, A. C. Eycleshymer.

Associates: Amy E. Tanner, H. Parker Williamson, Preston Kyes, Susan Ballou.

Assistants: Frances Ada Knox, D. D. Lewis, J. R. Slonaker, James W. Linn, William B. Wherry.

THE FACULTIES.

The staff on October 1, 1892, numbered 114. At the end of the academic year 1892–3 it numbered 135; namely, 33 professors, 16 associate professors, 27 assistant professors, 16 instructors, 12 associates, 8 assistants, 10 readers, 11 docents.

At the end of the academic year 1896–97, it numbered 175; namely, 43 professors, 5 professorial lecturers, 25 associate professors, 34 assistant professors, 39 instructors, 10 associates, 12 assistants, 3 readers, and 4 docents.

At the end of the academic year 1901–2 the staff numbers 276. This does not include the faculty at Morgan Park Academy, South Side Academy, or Chicago Manual Training School, nor such officers as are concerned with administrative functions exclusively.

GIFTS.

New gifts pledged during the year by Mr. John D. Rockefeller for current expenses, $250,000; for general endowment, $1,000,000.

New gifts for other purposes from all sources, $762,710.78. Making a total of $2,012,710.78.

Gifts actually received during fiscal year 1901–2 on pledges of current year and of former years, in cash and securities, $2,666,354.95.

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ANNUAL STATISTICS, 1901–2.

NUMBER OF STUDENTS, 1901–2, ACCORDING TO QUARTERS IN RESIDENCE.*

Schools	One Quarter	Two Quarters	Three Quarters	Four Quarters	Three Quarter Basis
The Divinity School	186	44	117	35	225
The Graduate Divinity School	136	33	52	30	
The Unclassified Divinity Students	9	7	9	5	
The English Theological Seminary	41	—	—	—	
The Dano-Norwegian	—	2	22	—	
The Swedish Seminary	—	2	34	—	
The Graduate Schools of Arts, Literature, and Science	647	91	195	72	567⅓
The Senior Colleges	188	107	173	44	365⅔
University College	70	439	—	—	316
The Junior Colleges	184	129	410	49	622⅔
The Unclassified Students	508	56	70	6	284⅔
The Medical Students	40	13	188	5	217
The School of Education	616	14	57	14	290⅓
Total	*2,439*	*893*	*1,210*	*225*	
Three Quarter Basis	813	595⅔	1,210	300	2,918⅔

The corresponding figures for the year 1898–9 were as follows:

	One Quarter	Two Quarters	Three Quarters	Four Quarters	Total
Total attendance	1,475	642	756	200	
Three Quarter Basis	491⅔	428	756	266⅔	1,942⅓

TOTALS FOR DIFFERENT STUDENTS, 1901–2.

	Totals without Repetitions			Repetitions			Totals, Repetitions Deducted		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
The Divinity School	359	23	382	5	1	6	354	22	376
The Graduate Schools	667	365	1032	4	8	12	663	357	1020
The Senior Colleges	270	242	512	33	30	63	237	212	449
University College	117	398	515	6	7	13	111	391	502
The Junior Colleges	373	399	772	40	25	65	333	374	707
The Unclassified Students	235	405	640	10	22	32	225	383	608
The Medical Students	310	15	325	88	3	91	222	12	234
The School of Education	66	635	701	9	38	47	57	597	654
Grand Total of Different Students, 1901–2							*2202*	*2348*	4,550

* The academic year of the University of Chicago extends over four quarters. During each or all of these a student may be in residence. To enable an exact comparison of student attendance with that of other institutions having the customary three quarter (= nine months) system, the attendance of students in 1901-2 has been reduced in this table to the three quarter system. A student in residence one quarter represents one-third of a unit; in residence two quarters, two-thirds of a unit; in residence three quarters, one unit; and in residence four quarters, four-thirds of a unit on this three quarter basis.

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The total number of different students enrolled for the Academic year:

1898–9 was	2,959	1900–1 was	3,520
1899–1900 was	3,183	1901–2 was	4,550

GRADUATES OF THE UNIVERSITY BY YEARS.

METHOD OF CLASSIFICATION BY YEARS: ALL GRADUATES FROM JULY I OF ONE YEAR TO JULY I OF THE NEXT YEAR ARE ENROLLED AS GRADUATES OF THE LATTER YEAR.

Class	Bachelors of Arts, Philosophy, and Science	Bachelors of Divinity	Masters of Arts, Philosophy, and Science	Doctors of Philosophy	Re-enacted	Total
1893	12	11	3	3	—	29
1894	28	6	11	8	—	53
1895	58	3	10	16	—	87
1896	105	3	15	23	37	183
1897	129	29	20	27	22	227
1898	145	25	15	34	2	221
1899	169	15	15	23	3	225
1900	162	17	33	48	2	262
1901	214	18	22	36	4	294
1092 (Including June Class)	291	17	26	26	1	361
Totals	*1,313*	*144*	*170*	*244*	*71*	1,942

THE GRADUATE SCHOOLS.

CLASSIFICATION OF STUDENTS WITH REFERENCE TO HIGHER DEGREES.

	Men	Women	Total
I. Doctors of Philosophy pursuing special courses	32	8	40
II. Students admitted to candidacy for higher degrees	56	17	73
III. Students not as yet admitted to candidacy	579	340	919
Total for year 1901–2	663*	355†	1,020

* Deducting 4 repetitions.
† Deducting 8 repetitions.

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SUMMARY

OF ATTENDANCE BY QUARTERS AND FOR THE YEAR 1901-2.

THE DIVINITY SCHOOL	Summer Quarter '01			Autumn Quarter '01			Winter Quarter '02			Spring Quarter '02			Total (Different) Students		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
The Graduate Divinity School	156	7	163	110	2	112	108	—	108	94	—	94	242	9	251
The Unclassified Divinity Students	11	3	14	15	5	20	14	6	20	15	2	17	22	8	30
The English Theological Seminary	35	6	41	—	—	—	—	—	—	—	—	—	35	6	41
The Dano-Norwegian Theol. Sem.	—	—	—	23	—	23	24	—	24	23	—	23	24	—	24
The Swedish Theological Seminary	—	—	—	34	—	34	36	—	36	36	—	36	36	—	36
Total Divinity Students	*202*	*16*	218	*182*	7	189	*182*	*6*	188	*168*	*2*	170	*359*	*23*	382

THE GRADUATE SCHOOLS	Summer Quarter '01			Autumn Quarter '01			Winter Quarter '02			Spring Quarter '02			Total (Different) Students		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Grad. School of Arts and Literature	243	185	428	116	88	204	104	77	181	113	71	184	354	289	643
Ogden (Graduate) School of Science	215	46	261	114	27	142	121	29	150	122	30	152	313	76	389
Total Graduate Students	*458*	*231*	689	*230*	*115*	346	*225*	*106*	331	*235*	*101*	336	*667*	*365*	1032

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SUMMARY OF ATTENDANCE.

THE SENIOR COLLEGES	Summer Quarter '01			Autumn Quarter '01			Winter Quarter '02			Spring Quarter '02			Total (Different) Students		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Senior College of Arts (A.B.)	47	24	71	69	50	119	66	52	118	62	55	117	102	77	179
Senior College of Literature (Ph.B.)	33	46	79	49	71	120	50	74	124	38	87	124	70	138	208
Senior College of Commerce and Administration (Ph.B.)	9	—	9	4	1	5	10	2	12	15	2	17	18	2	20
Senior College of Science (S.B.)	27	9	36	31	12	43	22	12	34	27	15	42	51	25	76
Pre-medical, S.B., Students	—	—	—	—	—	—	6	—	6	22	—	22	22	—	22
Pre-medical, A.B., Students	—	—	—	—	—	—	2	—	2	3	—	3	5	—	5
Not candidates for a degree	2	—	2	—	—	—	—	—	—	—	—	—	2	—	2
Total in Senior Colleges	*118*	*79*	197	*153*	*134*	287	*156*	*140*	296	*167*	*159*	326	*270*	*242*	512

UNIVERSITY COLLEGE	Summer Quarter '01			Autumn Quarter '01			Winter Quarter '02			Spring Quarter '02			Total (Different) Students		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
The Graduate Schools	—	—	—	25	31	56	25	35	60	—	—	—	30	39	69
The Senior Colleges	—	—	—	6	16	22	6	15	21	—	—	—	7	16	23
The Junior Colleges	—	—	—	26	87	113	27	84	111	—	—	—	27	89	116
Unclassified Students	—	—	—	48	236	284	49	240	289	—	—	—	53	254	307
Total in University College	—	—	—	*105*	*370*	475	*107*	*374*	481	—	—	—	*117*	*398*	515

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SUMMARY OF ATTENDANCE.

THE JUNIOR COLLEGES	Summer Quarter '01			Autumn Quarter '01			Winter Quarter '02			Spring Quarter '02			Total (Different) Students		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Junior College of Arts (A.B.) -	24	14	38	59	57	116	47	49	96	47	43	90	75	64	139
Junior College of Literature (Ph.B.) -	24	64	88	75	108	283	52	191	243	53	182	235	90	276	366
Junior College of Science (S.B.) - -	32	16	48	95	38	133	99	38	137	94	36	130	126	52	178
Junior College of Commerce and Administration (Ph.B.) - -	10	2	12	78	6	84	67	4	71	60	5	65	82	7	89
Total in Junior Colleges -	*90*	*96*	186	*307*	*309*	616	*265*	*282*	547	*254*	*266*	520	*373*	*399*	772

THE UNCLASSIFIED STUDENTS	Summer Quarter '01			Autumn Quarter '01			Winter Quarter '02			Spring Quarter '02			Total (Different) Students		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
	157	299	456	46	98	144	49	86	135	44	83	127	*235*	*405*	640

MEDICAL STUDENTS	Summer Quarter '01			Autumn Quarter '01			Winter Quarter '02			Spring Quarter '02			Total (Different) Students		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
	25	3	28	267	12	279	253	12	265	245	11	256	*310*	*15*	335

THE SCHOOL OF EDUCATION	Summer Quarter '01			Autumn Quarter '01			Winter Quarter '02			Spring Quarter '02			Total (Different) Students		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
	63	538	601	4	95	99	3	88	91	3	77	80	*66*	*635*	761

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SHALL CROMWELL HAVE A STATUE?

Oration by Charles Francis Adams, Before the Beta of Illinois Chapter of the Phi Beta Kappa Society at the University of Chicago, Tuesday, June 17, 1902.

"Whom doth the king delight to honour? that is the question of questions concerning the king's own honour. Show me the man you honour; I know by that symptom, better than by any other, what kind of man you yourself are. For you show me there what your ideal of manhood is; what kind of man you long inexpressibly to be, and would thank the gods, with your whole soul, for being if you could.

"Who is to have a statue? means, Whom shall we consecrate and set apart as one of our sacred men? Sacred; that all men may see him, be reminded of him, and, by new example added to old perpetual precept, be taught what is real worth in man. Whom do you wish us to resemble? Him you set on a high column, that all men, looking on it, may be continually apprised of the duty you expect from them."—*Thomas Carlyle, "Latter-Day Pamphlets." 1850.*

At about 3 o'clock of the afternoon of September 3, 1658, the day of Worcester and of Dunbar, and as a great tempest was wearing itself to rest, Oliver Cromwell died. He died in London, in the palace of Whitehall; the palace of the great banqueting hall through whose central window Charles I. a little less than ten years before, had walked forth to the scaffold. A few weeks later, "with a more than regal solemnity," the body of the great Lord Protector was carried to Westminster Abbey, and there buried "amongst kings." Two years then elapsed; and, on the twelfth anniversary of King Charles's execution, the remains of the usurper, having been previously disinterred by order of the newly restored king, were, by a unanimous vote of the Convention Parliament, hung at Tyburn. The trunk was then buried under the gallows, while Cromwell's head was set on a pole over the roof of Westminster Hall. Nearly two centuries of execration ensued, until, in the sixth generation, the earlier verdict was challenged, and the question at last asked: "Shall Cromwell have a statue?" Cromwell, the traitor, the usurper, the execrable murderer of the martyred Charles! At first, and for long, the suggestion was looked upon almost as an impiety, and, as such, scornfully repelled. Not only did the old loyal king-worship of England recoil from the thought, but, indignantly appealing to the church, it declared that no such distinction could be granted so long as there remained in the prayer-book a form of supplication for "King Charles, the Martyr," and of "praise and thanksgiving for the wonderful deliverance of these kingdoms from the great rebellion, and all the other miseries and oppressions consequent thereon, under which they had so long groaned." None the less, the demand was insistent; and at last, but only after two full centuries had elapsed and a third was well advanced, was the verdict of 1661 reversed. Today the bronze effigy of Oliver Cromwell—massive in size, rugged in feature, characteristic in attitude—stands defiantly in the yard of that Westminster Hall, from a pole on top of which, twelve score years ago, the flesh crumbled from his skull.

In this dramatic reversal of an accepted verdict—this complete revision of opinions once deemed settled and immutable—there is, I submit, a lesson—an academic lesson. The present occasion is essentially educational. The Phi Beta Kappa oration, as it is called, is the last, the crowning utterance of the college year, and very properly is expected to deal with some fitting theme in a kindred spirit. I propose to do so today; but in a fashion somewhat exceptional. The phases of moral and intellectual growth through which the English race has passed on the subject of Cromwell's statue afford, I submit, to the reflecting man an educational study of exceptional interest. In the first place, it was a growth of two centuries; in the second place, it marks the passage of a nation from an existence under the traditions of feudalism to one under the principles of self-government; finally, it illustrates the gradual development of that broad spirit of tolerance which, coming with time and study, measures the men and events of the past independently of the prejudices and passions which obscure and distort the immediate vision.

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We, too, as well as the English, have had our "Great Rebellion." It came to a dramatic close thirty-seven years since; as theirs came to a close not less dramatic some seven times thirty-seven years since. We, also, as they in their time, formed our contemporaneous judgments and recorded our verdicts, assumed to be irreversible, of the men, the issues, and the events of the great conflict; and those verdicts and judgments, in our case as in theirs, will unquestionably be revised, modified, and in not a few cases wholly reversed. Better knowledge, calmer reflection, and a more judicial frame of mind come with the passage of the years; passions in time subside, prejudices disappear, truth asserts itself. In England this process has been going on for close upon two centuries and a half; with what result, Cromwell's statue stand as proof. We live in another age and a different environment; and, as fifty years of Europe outmeasure in their growth a cycle of Cathay, so I hold one year of twentieth century America works far more progress in thought than seven years of Britain during the interval between its great rebellion and ours. We who took active part in the Civil War have not yet wholly vanished from the stage; the rear guard of the Grand Army, we linger. Today is separated from the death of Lincoln by the same number of years only which separated "The Glorious Revolution of 1688" from the execution of Charles Stuart; yet to us is already given to look back on the events of which we were a part with the same perspective effects with which the Victorian Englishman looks back on the men and events of the commonwealth.

I propose on this occasion to do so; and reverting to my text—"Shall Cromwell have a Statue"—and reading that text in the gloss of Carlyle's *Latter-Day Pamphlet* utterance, I quote you Horace's familiar precept,

> Mutato nomine, de te
> Fabula narratur,

and ask abruptly, "Shall Robert E. Lee have a statue?" I propose also to offer to your consideration some reasons why he should, and, assuredly, will have one, if not now, then presently.

Shortly after Lee's death, in October, 1870, leave was asked in the United States Senate, by Mr. McCreery, of Kentucky, to introduce a joint resolution providing for the return of the estate and mansion of Arlington to the family of the deceased Confederate Commander-in-chief. In view of the use which had then already been made of Arlington as a military cemetery, this proposal, involving, as it necessarily did, a removal of the dead, naturally led to warm debate. The proposition was one not to be considered. If a defect in the title of the government existed, it must in some way be cured, as subsequently it was cured. But I call attention to the debate because Charles Sumner, then a senator from Massachusetts, participated in it, using the following language: "Eloquent senators have already characterized the proposition and the traitor it seeks to commemorate. I am not disposed to speak of General Lee. It is enough to say he stands high in the catalogue of those who have imbrued their hands in their country's blood. I hand him over to the avenging pen of History." This was when Lee had been just two months dead; but, three-quarters of a century after the protector's skull had been removed from over the roof of Westminster Hall, Pope wrote, in similar spirit—

> "See Cromwell, damn'd to everlasting fame;"

and, sixteen years later,—four-fifths of a century after Cromwell's disentombment at Westminster and reburial at Tyburn,—a period from the death of Lee equal to that which will have elapsed in 1950, Gray sang of the Stoke Pogis churchyard

> "Some mute, inglorious Milton here may rest,
> Some Cromwell guiltless of his country's blood."

And now, a century and a half later, Cromwell's statue looms defiantly up in front of the Parliament House. When, therefore, an appeal is in such cases made to the "avenging pen of History," it is well to bear this instance in mind,

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while recalling, perchance, that other line of a greater than Pope, or Gray, or Sumner—

"Thus the whirligig of time brings in his revenges."

Was then Robert E. Lee a "traitor"—was he also guilty of his "country's blood?" These questions I propose now to discuss. I am one of those who, in other days, was arrayed in the ranks which confronted Lee; one of those whom Lee baffled and beat, but who, finally, baffled and beat Lee. As one thus formerly lined up against him, these questions I propose to discuss in the calmer and cooler, and altogether more reasonable light which comes to most men, when a whole generation of the human race lies buried between them and the issues and actors upon which they undertake to pass.

Was Robert E. Lee a traitor? Technically, I think he was indisputably a traitor to the United States; for a traitor, as I understand it technically, is one guilty of the crime of treason; or, as the Century Dictionary puts it, violating his allegiance to the chief authority of the state; while treason against the United States is specifically defined in the Constitution as "levying war" against it, or "adhering to their enemies, giving them aid and comfort." That Robert E. Lee did levy war against the United States can, I suppose, no more be denied than that he gave "aid and comfort" to its enemies; and to the truth of this last proposition, I hold myself, among others, to be a very competent witness. This technically; but in history, there is treason and treason, as there are traitors and traitors. And, furthermore, if Robert E. Lee was a traitor, so also, and indisputably were George Washington, Oliver Cromwell, John Hampden, and William of Orange. The list might be extended indefinitely; but these will suffice. There can be no question that every one of those named violated his allegiance, and gave aid and comfort to the enemies of his sovereign. Washington furnishes a precedent at every point. A Virginian like Lee, he was also a British subject; he had fought under the British flag, as Lee had fought under that of the United States; when, in 1776, Virginia seceded from the British Empire, he "went with his state," just as Lee went with it eighty-five years later; subsequently Washington commanded armies in the field designated by those opposed to them as "rebels," and whose descendants now glorify them as "the rebels of '76," much as Lee later commanded, and at last surrendered, much larger armies, also designated "rebels" by those they confronted. Except in their outcome, the cases were, therefore, precisely alike; and logic is logic. It consequently appears to follow, that, if Lee was a traitor, Washington was also. It is unnecessary to institute similar comparisons with Cromwell, Hampden and William of Orange. No defense can in their cases be made. Technically, one and all, they undeniably were traitors.

But there are, as I have said, traitors and traitors—Catalines, Arnolds and Görgeis, as well as Cromwells, Hampdens and Washingtons. To reach any satisfactory conclusion concerning a candidate for "everlasting fame,"—whether to deify or damn—enroll him as savior, as martyr, or as criminal—it is, therefore, necessary still further to discriminate. The cause, the motive, the conduct must be passed in review. Did turpitude anywhere attach to the original taking of sides, or to subsequent act? Was the man a self-seeker? Did low or sordid motives impel him? Did he seek to aggrandize himself at his country's cost? Did he strike with a parricidal hand?

These are grave questions; and, in the case of Lee, their consideration brings us at the threshhold face to face with issues which have perplexed and divided the country since the day the United States became a country. They perplex and divide historians now. Legally, technically,—the moral and humanitarian aspects of the issue wholly apart—which side had the best of the argument as to the rights and the wrongs of the case in the great debate which led up to the Civil War? Before entering, however, on this well-worn—I might say, this threadbare—theme,

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as I find myself compelled in briefest way to do, there is one preliminary very essestial to be gone through with — a species of moral purgation. Bearing in mind Dr. Johnson's advice to Boswell, on a certain memorable occasion, we should at least try to clear our minds of cant. Many years ago, but only shortly before his death, Richard Cobden said in one of his truth-telling deliverances to his Rochdale constituents — "I really believe I might be Prime Minister. If I would get up and say you are the greatest, the wisest, the best, the happiest people in the world, and keep on repeating that, I don't doubt but what I might be Prime Minister. I have seen Prime Ministers made in my experience precisely by that process." The same great apostle of homely sense, on another occasion bluntly remarked in a similar spirit to the House of Commons — "We generally sympathise with everybody's rebels but our own." In both these respects I submit we Americans are true descendants fram the Anglo-Saxon stock; and nowhere is this more unpleasantly apparent than in any discussion which may arise of the motives which actuated those of our countrymen who did not at the time see the issues involved in our Civil War as we saw them. Like those whom Cobden addressed, we like to glorify our ancestors and ourselves, and we do not particularly care to give ear to what we are pleased to term unpatriotic, and, at times, even treasonable, talk. In other words, and in plain, unpalatable English, our minds are saturated with cant. Only in the case of others do we see things as they really are. Ceasing to be individually interested, we then at once become nothing unless critical. So, when it comes to rebellions, we, like Cobden's Englishmen, are wont almost invariably to sympathize with everybody's rebels but our own.

Our souls spontaneously go forth to Celt, Pole, Hungarian, Boer, and Hindoo; but, when we are concerned, language quite fails us in which adequately to depict the moral turpitude which must actuate Confederate or Filipino who rises in resistance against what we are pleased really to consider, as well as call, the best and most beneficent government the world has yet been permitted to see — our government! This, I submit, is cant — pure cant; and at the threshold of discussion we had best free our minds of it, wholly, if we can; if not wholly, then in so far as we can. Philip the Second of Spain, when he directed his crusade in the name of God, Church, and Government, against William of Orange, indulged in it in quite as good faith as we; and as for Charles "the Martyr" and the "sainted" Laud, for two centuries after Cromwell's head was stuck on a pole, all England annually lamented in sackcloth and ashes the wrongs inflicted by sacrilegious hands on those most assuredly well-meaning rulers and men. All depends on the point of view; and, during our own Civil War, while we unceasingly denounced the wilful wickedness of those who bore parricidal arms against the one immaculate authority yet given the eye of man to look upon, the leading newspaper of the world was referring to us in perfect good faith "as an insensate and degenerate people." An English member of Parliament, speaking at the same time in equally good faith, declared that, throughout the length and breadth of Great Britain, public sentiment was almost unanimously on the side of "the southerners" — as ours was on the side of the Boers — because our "rebels" were "fighting against one of the most grinding, one of the most galling, one of the most irritating attempts to establish tyrranical government that ever disgraced the history of the world."

Upon the correctness or otherwise of these judgments I do not care to pass. They certainly cannot be reconciled. The single point I make is that they were, when made, the expression of views honestly and sincerely entertained. We sympathize with Great Britain's rebels; Great Britain sympathized with our rebels. Our rebels in 1862, as theirs in 1900, thoroughly believed they were resisting an iniquitous attempt to

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deprive them of their rights, and to establish over them a "grinding," a "galling," and an "irritating" "tyrannical government." We in 1861, as Great Britain in 1898, and Charles "the Martyr" and Philip of Spain some centuries earlier, were fully convinced that we were engaged in God's work while we trod under foot the "rebel" and the "traitor." Presently, as distance lends a more correct perspective, and things are viewed in their true proportions, we will get perhaps to realize that our case furnishes no exception to the general rule; and that we, too, like the English "generally sympathize with everybody's rebels but our own." Justice may then be done.

Having entered this necessary, if somewhat hopeless *caveat*, let us address ourselves to the question at issue. I will state it again. Legally and technically — not morally, again let me say, and wholly irrespective of humanitarian considerations — to which side did the weight of argument incline during the great debate which culminated in our Civil War? The answer necessarily turns on the abstract right of what we term a sovereign state to secede from the Union at such time and for such cause as may seem to that state proper and sufficient. The issue is settled now; irrevocably and for all time decided; it was not settled forty years ago, and the settlement since reached has been the result, not of reason, based on historical evidence, but of events and of force. To pass a fair judgment on the line of conduct pursued by Lee in 1861, it is necessary to go back in thought and imagination, and see things, not as they now are, but as they then were. If we do so, and accept the judgment of some of the more modern students and investigators of history—either wholly unprejudiced or with a distinct Union bias — it would seem as if the weight of argument falls into what I will term the Confederate scale. For instance, Professor Goldwin Smith, an Englishman, a lifelong student of history, a friend and advocate of the Union during the Civil War, the author of one of the most compact and readable narratives of our national life — Goldwin Smith has recently said: "Few who have looked into the history can doubt that the Union originally was, and was generally taken by the parties to it to be, a compact, dissoluble, perhaps most of them would have said, at pleasure, dissoluble certainly on breach of the articles of Union."[1] To a like effect, but in terms even stronger, Mr. Henry Cabot Lodge, now a senator from Massachusetts, has declared, not in a political utterance, but in a work of historical character,—"When the constitution was adopted by the votes of States at Philadelphia, and accepted by the votes of States in popular conventions, it is safe to say that there was not a man in the country from Washington and Hamilton, on the one side, to George Clinton and George Mason, on the other, who regarded the new system as anything but an experiment entered upon by the States, and from which each and every state had the right peaceably to withdraw, a right which was very likely to be exercised."[2]

Here are two explicit statements of the legal and technical side of the argument made by authority to which no exception can be taken, at least by those of the Union side. On them, and on them alone, the case for the abstract right of secession might be rested, and we could go on to the next stage of the discussion.

I am unwilling, however, so to do. The issue involved is still one of interest, and I am not disposed to leave it on the mere dictum of two authorities, however eminent. In the first place I do altogether concur in their statements; in the next place, this discussion is a mere threshing of straw unless we get at the true inwardness of the situation. When it comes to subjects — political or moral — in which human beings are involved, metaphysics are scarcely less to be avoided than cant; alleged historical facts are apt to prove deceptive; and I confess to grave suspicions of logic. Old time theology, for instance, with its pitiless reasoning, led the world into very strange

[1] *Atlantic Monthly Magazine* (March, 1902), Vol. 89, p. 305.
[2] *Webster*, "American Statesmen" series, p. 172.

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places and much bad company. In reaching a conclusion, therefore, in which a verdict is entered on the motives and actions of men, acting either individually or in masses, the moral, the sentimental and the practical, must be quite as much taken into account as the legal, the logical and the material. This, in the present case, I propose presently to do; but, as I have said, on the facts even I am unable wholly to concur with Professor Smith and Mr. Lodge.

Mr. Lodge, for instance, cites Washington. But it so chances Washington put himself on record upon the point at issue, and his testimony is directly at variance with the views attributed to him by Mr. Webster's biographer. What are known in history as the Kentucky resolutions, drawn up by Thomas Jefferson, then vice-president, were passed by the legislature of the state whose name they bear in November, 1798. In those resolutions the view of the framers of the Constitution as to the original scope of that instrument accepted by Professor Smith and Mr. Lodge was first set forth. The principles acted upon by South Carolina on the 20th of December, 1860, were enunciated by Kentucky November 16, 1798. The dragon's teeth were then sown. Washington was at that time living in retirement at Mt. Vernon. When, a few weeks later, the character of those resolutions became known to him, he was deeply concerned, and wrote to Lafayette, — "The Constitution, according to their interpretation of it, would be a mere cipher;" and again, a few days later, he expressed himself still more strongly in a letter to Patrick Henry,— "Measures are systematically and pertinaciously pursued which must eventually dissolve the Union, or produce coercion."[1] Coercion Washington thus looked to as the remedy to which recourse could properly be had in case of any overt attempt at secession. But, so far as the framers of the Constitution were concerned, it seems to me clear that, acting as wise men of conflicting views naturally would act in a formative period during which many conflicting views prevailed, they did not care to incur the danger of a shipwreck of their entire scheme by undertaking to settle, distinctly and in advance, abstract questions, the discussion of which was fraught with danger. In so far as they could, they, with great practical shrewdness, left those questions to be settled, should they ever present themselves in concrete form, under the conditions which might then exist. The truth thus seems to be that the mass of those composing the Convention of 1787, working under the guidance of a few very able and exceedingly practical men, of constructive mind, builded a great deal better than they knew. The delegates met to harmonize trade differences; they ended by perfecting a scheme of political union that had broad consequences of which they little dreamed. If they had dreamed of them, the chances are the fabric would never have been completed. That Madison, Hamilton and Jay were equally blind to consequences does not follow. They probably designed a nation. If they did, however, they were too wise to take the public fully into their confidence; and, today, "no impartial student of our constitutional history can doubt for a moment that each state ratified" the form of government submitted in "the firm belief that at any time it could withdraw therefrom."[2] Probably, however, the more far-seeing, — and, in the long run, they alone count, — shared with Washington in the belief that this withdrawal would not be unaccompanied by practical difficulty. And, after all is said and done, the legality of secession is somewhat of a metaphysical abstraction so long as the right of revolution is inalienable. As matter of fact it was to might and revolution the South appealed in 1861; and it was to coercion the government of Union had recourse. So with his supreme good sense and that political insight at once instinctive and unerring, in respect to which he stands almost alone, Washington foresaw this alternative in 1798. He looked upon the doctrine

[1] Washington, *Works* Vol. XI, pp. 378, 389.

[2] Donn Piatt, *George H. Thomas*, p. 88.

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of secession as a heresy; but, none the less, it was a heresy indisputably then preached, and to which many, not in Virginia only but in New England also, pinned their political faith. Even the Devil is proverbially entitled to his due.

So far, however, as the abstract question is of consequence, as the utterances of Professor Smith and Mr. Lodge conclusively show, the secessionists of 1861 stand in history's court by no means without a case. In that case, moreover, they implicitly believed. From generation to generation they had grown up indoctrinated with the gospel, or heresy, of state sovereignty, and it was as much part of their moral and intellectual being as was clanship of the Scotch highlanders. In so far they were right, as Governor John A. Andrew said of John Brown. Meanwhile, practically, as a common-sensed man, leading an everyday existence in a world of actualities, John Brown was not right; he was, on the contrary, altogether wrong, and richly merited the fate meted out to him. It was the same with the secessionists. That, in 1861, they could really have had faith in the practicability—the real working efficiency—of that peaceable secession which they professed to ask for, and of which they never wearied of talking, I cannot believe. I find in the record no real evidence thereof.

Of the high-type Southron, as we sometimes designate him, I would speak in terms of sincere respect. I know him chiefly by hearsay, having come in personal contact only with individual representatives of the class; but such means of observation as I have had confirm what I recently heard said by a friend of mine, once governor of South Carolina, and, so far as I know, the only man who ever gave the impossible and indefensible plan of reconstruction attempted after our Civil War a firm, fair and intelligent trial. He at least put forth an able and honest effort to make effective a policy which never should have been devised. Speaking from "much and varied experience," I recently heard Daniel H. Chamberlain say of the "typical southern gentleman" that he considered him "a distinct and really noble growth of our American soil. For, if fortitude under good and under evil fortune, if endurance without complaint of what comes in the tide of human affairs, if a grim clinging to ideals once charming, if vigor and resiliency of character and spirit under defeat and poverty and distress, if a steady love of learning and letters when libraries were lost in flames and the wreckage of war, if self-restraint when the long-delayed relief at last came — if, I say, all these qualities are parts of real heroism, if these qualities can vivify and ennoble a man or a people, then our own South may lay claim to an honored place among the differing types of our great common race." Such is the matured judgment of the Massachusetts governor of South Carolina during the congressional reconstruction period; and, listening to it, I asked myself if it was descriptive of a southern fellow-countryman, or a Jacobite Scotch chieftain anterior to "the '45."

The southern statesmen of the old slavery days — the antediluvian period which preceded our mid-century cataclysm — were the outcome and representatives of what has thus been described. As such they presented a curious admixture of qualities. Masterful in temper, clear of purpose, with a firm grasp on principle, a high sense of honor and a moral perception developed on its peculiar lines, as in the case of Calhoun, to a quality of distinct hardness, they were yet essentially abstractionists. Political metaphysicians, they were not practical men. They did not see things as they really were. They thus, while discussing their "forty-bale theories" and the "patriarchal institution" in connection with state's rights and nullification, failed to realize that on the two essential features of their policy—slavery and secession,— they were contending with the stars in their courses. The whole world was moving irresistibly in the direction of nationality and an ever-increased recognition of the rights of man; while they, on both of these vital issues, were proclaiming a crusade of reaction.

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Moreover, what availed the views or intentions of the framers of the Constitution? What mattered it in 1860 whether they, in 1787, contemplated a nation or only a more compact federation of sovereign states? In spite of logic and historical precedent, and in sublime unconsciousness of metaphysics and abstractions, realities have unpleasant way of asserting their existence. However it may have been in 1788, in 1860 a nation had grown into existence. Its peaceful dismemberment was impossible. The complex system of tissues and ligaments, the growth of seventy years, could not be gently taken apart, without wound or hurt; the separation, if separation there was to be, involved a tearing asunder, supplementing a liberal use of the knife. Their professions to the contrary notwithstanding, this the southern leaders failed not to realize. In point of fact, therefore, believing fully in the abstract legality of secession, and the justice and sufficiency of the grounds on which they acted, their appeal was to the inalienable right of revolution; and to that might by which alone the right could be upheld. Let us put casuistry, metaphysics, and sentiment aside, and come to actualities. The secessionist recourse in 1861 was to the sword; and to the sword it was meant to have recourse.

I have thus far spoken only of the South as a whole. Much has been said and written on the subject of an alleged conspiracy in those days of southern men and leaders against the Union; of the designs and ultimate objects of the alleged conspirators; of acts of treachery on their part, and the part of their accomplices, toward the government, of which they were the sworn officials. Into this phase of the subject I do not propose to enter. That the leaders in Secession were men with large views, and that they had matured a comprehensive policy as the ultimate outcome of their movement, I entertain no doubt. They looked unquestionably to an easy military success, and the complete establishment of their Confederacy; more remotely, there can be no question they contemplated a policy of extension, and the establishment along the shores of the Gulf of Mexico and in the Antilles of a great semi-tropical, slave-labor republic; finally, all my investigations have tended to satisfy me that they confidently anticipated an early disintegration of the Union, and the accession of the bulk of the Northern States to the Confederacy, New England only being sternly excluded therefrom—"sloughed off," as they expressed it. The capital of the new Confederacy was to be Washington; African servitude, under reasonable limitations, was to be recognized throughout its limits; agriculture was to be its ruling interest, with a tariff and foreign policy in strict accord therewith. "Secession is not intended to break up the present government, but to perpetuate it. We go out of the Union, not to destroy it, but for the purpose of getting further guarantees and security"—this was said in January, 1861; and this in 1900—"And so we believe that, with the success of the South, the 'Union of the Fathers,' which the South was the principal factor in forming, and to which she was far more attached than the North, would have been restored and re-established; that in this Union, the South would have been again the dominant people, the controlling power." Conceding the necessary premises of fact and law—a somewhat considerable concession, but, perhaps, conceivable—conceding these, I see in this position, then or now, nothing illogical, nothing provocative of severe criticism, certainly nothing treasonable. Acting on sufficient grounds, of which those thus acting were the sole judge, proceeding in a way indisputably legal and regular, it was proposed to reconstruct the Union in the light of experience, and on a new, and, as they considered, an improved basis, without New England. This cannot properly be termed a conspiracy; it was a legitimate policy based on certain assumed data legal, moral and economical. But it was in reality never for a moment believed that this programme could be peaceably and quietly carried into effect; and the assent of New England to the arrangement was neither asked for, assumed, nor

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expected. New England was distinctly relegated to an outer void — at once cold, dark, inhospitable.

As to participation of those who sympathized in these views and this policy in the councils of the government, so furthering schemes for its overthrow while sworn to its support, I hold it unnecessary to speak. Such were traitors. As such, had they met their deserts, they should, at the proper time, and on due process of law, have been arrested, tried, convicted, sentenced, and hanged. That in certain well-remembered instances this course was not pursued, is, to my mind, even yet much to be deplored. In such cases clemency is only another form of cant.

Having now discussed what have seemed to me the necessary preliminaries, I come to the particular cases of Virginia and Robert E. Lee. The two are closely interwoven — for Virginia was always Virginia, and the Lees were, first, over and above all, Virginians. It was the Duke of Wellington who, on a certain memorable occasion, indignantly remarked, in his delightful French-English — "Mais avant tout je suis gentilhomme Anglais." So might have said the Lees of Virginia of themselves.

As respects Virginia, moreover, I am fain to say there was in the attitude of the state toward the Confederacy, and, indeed, in its bearing throughout the Civil War, something which appealed strongly — something unselfish and chivalric — worthy of Virginia's highest record. History will, I think, do justice to it. Virginia, it must be remembered, while a slave state, was not a cotton state. This was a distinction implying a difference. In Virginia the institution of slavery existed, and because of it she was in close sympathy with her sister slave states; but, while in the cotton states slavery had gradually assumed a purely material form, in Virginia it still retained much of its patriarchal character. The "Border" states, as they were called, and among them Virginia especially, had, it is true, gained an evil name as "slave-breeding ground;" but this was merely an incident to a system in which, taken by and large — viewed in the rule, and not in the exception — the being with African blood in his veins was not looked upon as a mere transferable chattel, but practically, and to a large extent, was attached to the house and the soil. This fact had a direct bearing on the moral issue; for slavery, one thing in Virginia, was quite another in Louisiana. The Virginian pride was, moreover, proverbial. Indeed, I doubt if local feeling and patriotism and devotion to the state ever anywhere attained a fuller development than in the community which dwelt in the region watered by the Potomac and the James, of which Richmond was the political center. We of the North, especially we of New England, were Yankees; but a Virginian was that, and nothing else. I have heard of a New Englander, of a Green Mountain boy, of a Rhode Islander, of a "Nutmeg," of a "Blue-nose" even, but never of a Massachusettensian. The word somehow does not lend itself to the mouth, any more than the thought to the mind.

But Virginia was strongly attached by sentiment as well as interest to the Union. The birthplace of Washington, the mother of states, as well as of presidents, "The Old Dominion," as she was called, and fondly loved to call herself, had never been affected by the nullification heresies of South Carolina; and the long line of her eminent public men, though, in 1860, showing marked signs of a deteriorating standard, still retained a prominence in the national councils. If John B. Floyd was secretary of war, Winfield Scott was at the head of the army. Torn by conflicting feelings, Virginia, still clinging to the nation, was unwilling to sever her connection with it because of the lawful election of an anti-slavery president, even by a distinctly sectional vote. For a time she even stayed the fast flooding tide of secession, bringing about a brief but important reaction. Those of us old enough to remember the drear and anxious winter which followed the election and preceded the inauguration of Lincoln, recall vividly the ray of bright hope which, in the midst of its deepest

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gloom, then came from Virginia. It was in early February. Up to that time the record was unbroken. Beginning with South Carolina on December 20, state after state, meeting in convention, had with significant unanimity passed ordinances of secession. Each successive ordinance was felt to be equivalent to a renewed declaration of war. The outlook was dark indeed, and, amid the fast gathering gloom, all eyes, all thoughts, turned to Virginia. She represented the Border states; her action, it was felt, would largely influence, and might control theirs. John Letcher was then governor—a States Rights Democrat, of course; but a Union man. By him the legislature of the state was called together in special session, and that legislature, in January, passed what was known as a convention bill. Practically Virginia was to vote on the question at issue. Events moved rapidly. South Carolina had seceded on December 20; Mississippi on January 8; Florida on the 10th; Alabama on the 11th; Georgia followed on the 19th; Louisiana on the 26th, with Texas on February 1. The procession seemed unending; the record unbroken. Not without cause might the now thoroughly frightened friends of the Union have exclaimed, with Macbeth —

> "What! will the line stretch out to the crack of doom?
> Another yet? A seventh?"

If at that juncture the Old Dominion by a decisive vote had followed in the steps of the cotton states, it implied consequences which no man could fathom. It involved the possession of the national capital, and the continuance of the government. Maryland would inevitably follow the Virginian lead; the recently elected president had not yet been inaugurated; taken wholly by surprise, the North was divided in sentiment; the loyal spirit of the country was not aroused. It was thus an even question whether, on March 4, the whole machinery of the *de facto* government would not be in the hands of the revolutionists. All depended on Virginia. This is now forgotten; none the less, it is history.

The Virginia election was held on the 4th of February, the news of the secession of Texas — seventh in the line — having been received on the 2d. Evidently, the action of Texas was carefully timed for effect. Though over forty years ago, I well remember that day — gray, overcast, wintry — which succeeded the Virginia election. Then living in Boston, a young man of twenty-five, I shared — as who did not? — in the common deep depression and intense anxiety. It was as if a verdict was to be that day announced in a case involving fortune, honor, life even. Too harassed for work, I remember abandoning my desk in the afternoon to seek relief in physical activity, for the ponds in the vicinity of Boston were ice-covered, and daily thronged with skaters. I was soon among the number, gloomily seeking unfrequented spots. Suddenly I became aware of an unusual movement in the throng nearest the shore, where those fresh from the city arrived. The skaters seemed crowding to a common point; and a moment later they scattered again, with cheers and gestures of relief. An arrival fresh from Boston had brought the first bulletin of yesterday's election. Virginia, speaking against secession, had emitted no uncertain sound. It was as if a weight had been taken off the mind of everyone. The tide seemed turned at last. For myself, I remember my feelings were too deep to find expression in words or sound. Something stuck in my throat. I wanted to be by myself.

Nor did we overestimate the importance of the event. If it did not in the end mean reaction, it did mean time gained; and time then, as the result showed, was vital. As William H. Seward, representing the president-elect in Washington, wrote during those days: "The people of the District are looking anxiously for the result of the Virginia election. They fear that if Virginia resolves on secession, Maryland will follow; and then Washington will be seized. . . . The election tomorrow probably determines whether all the slave states will take the attitude of disunion. Everybody around me thinks that that will make

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the separation irretrievable, and involve us in flagrant civil war. Practically everybody will despair." A day or two later the news came "like a gleam of sunshine in a storm." The disunion movement was checked, perhaps would be checkmated. Well might Seward, with a sigh of profound relief, write to his wife: "At least, the danger of conflict, here or elsewhere, before the 4th of March, has been averted. Time has been gained."[1] Time was gained; and the few weeks of precious time thus gained through the expiring effort of Union sentiment in Virginia involved the vital fact of the peaceful delivery four weeks later of the helm of state into the hands of Lincoln.

Thus, be it always remembered, Virginia did not take its place in the secession movement because of the election of an anti-slavery president. It did not raise its hand against the national government from mere love of any peculiar institution, or a wish to protect and to perpetuate it. It refused to be precipitated into a civil convulsion; and its refusal was of vital moment. The ground of Virginia's final action was of wholly another nature, and of a nature far more creditable. Virginia, as I have said, made state sovereignty an article—a cardinal article—of its political creed. So, logically and consistently, it took the position that, though it might be unwise for a state to secede, a state which did secede could not, and should not be coerced.

To us now this position seems worse than illogical; it is impossible. So events proved it then. Yet, after all, it is based on the great fundamental principle of the consent of the governed; and, in the days immediately preceding the war, something very like it was accepted as an article of correct political faith by men afterward as strenuous in support of a Union re-established by force, as Charles Sumner, Abraham Lincoln, William H. Seward, Salmon P. Chase, and Horace Greeley. The difference was that, confronted by the overwhelming tide of events, Virginia adhered to it; they, in presence of that tide, tacitly abandoned it. In my judgment, they were right. But Virginia, though mistaken more consistent, judged otherwise. As I have said, in shaping a practical outcome of human affairs logic is often as irreconcilable with the dictates of worldly wisdom as are metaphysics with common sense. So now the issue shifted. It became a question, not of slavery or of the wisdom, or even the expediency, of secession, but of the right of the national government to coerce a sovereign state. This at the time was well understood. The extremists of the South, counting upon it, counted with absolute confidence; and openly proclaimed their reliance in debate. Florida, as the representatives of that state confessed on the floor of Congress, might in itself be of small account; but Florida, panoplied with sovereignty, was hemmed in and buttressed against assault by protecting sister states.

So, in his history, James F. Rhodes asserts that —"The four men who in the last resort made the decision that began the war were ex-Senator Chestnut, Lieutenant-Colonel Chisolm, Captain Lee, all three South Carolinians, and Roger A. Pryor, a Virginia secessionist, who two days before in a speech at the Charleston Hotel had said, 'I will tell your governor what will put Virginia in the Southern Confederacy in less than an hour by Shrewsbury clock. Strike a blow!'"[2] The blow was to be in reply to what was accepted as the first overt effort at the national coercion of a sovereign state—the attempted relief of Sumter. That attempt—unavoidable even if long deferred, the necessary and logical outcome of a situation which had become impossible of continuance—that attempt, construed into an effort at coercion, swept Virginia from her Union moorings.

Thus, when the long-deferred hour of fateful decision came, the position of Virginia, be it in historical justice said, however impetuous, mistaken or ill-advised, was taken on no low or sordid or selfish grounds. On the contrary, the logical

[1] *Seward at Washington*, Vol. I, p. 502.

[2] RHODES, *United States*, Vol. III, p. 349.

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assertion of a cardinal article of accepted political faith, it was made generously, chivalrously, in a spirit almost altruistic; for, from the outset, it was manifest Virginia had nothing to gain in that conflict of which she must perforce be the battle-ground. True! her leading men doubtless believed that the struggle would soon be brought to a triumphant close,—that southern chivalry and fighting qualities would win a quick and easy victory over a more materially minded, even if not craven, northern mob of fanatics and cobblers and peddlers, officered by preachers; but, however thus deceived and misled at the outset, Virginia entered on the struggle others had initiated, for their protection and in their behalf. She thrust herself between them and the tempest they had invoked. Technically it may have been treasonable; but her attitude was consistent, was bold, was chivalrous:

> "An honorable murderer if you will;
> For naught did he in hate but all in honor."

So much for Virginia; and now as to Robert E. Lee. More than once already, on occasions not unlike this, have I quoted Oliver Wendell Holmes's remark in answer to the query of an anxious mother as to when a child's education ought to begin—"About 250 years before it is born;" and it is a fact—somewhat necessitarian, doubtless, but still a fact—that every man's life is largely molded for him far back in the ages. We philosophize freely over fate and free will, and one of the excellent commonplaces of our educational system is to instil into the minds of the children in our common-schools the idea that every man is the architect of his own life. An admirable theory to teach; but, happily for the race, true only to a very limited extent. Heredity is a tremendous limiting fact. Native force of character—individuality—doubtless has something to do with results; but circumstances, ancestry, environment have much more. One man possibly in a hundred has in him the inherent force to make his conditions largely for himself; but even he moves influenced at every step from cradle to grave by ante-natal and birth conditions. Take any man you please—yourself, for instance; now and again the changes of life give opportunity, and the individual is equal to the occasion—the roads forking, consciously or instinctively he makes his choice. Under such circumstances, he usually supposes that he does so as a free agent. The world so assumes, holding him responsible. He is nothing of the sort; or at best such only in a very limited degree. The other day one of our humorists took occasion to philosophize on this topic, delivering what might not inaptly be termed an occasional discourse appropriate to the 22d of February. It was not only worth reading, but in humor and sentiment it was somewhat suggestive of the melancholy Jacques. "We are made, brick by brick, of influences, patiently built up around the framework of our born dispositions. It is the sole process of construction; there is no other. Every man, woman and child is an influence. Washington's disposition was born in him, he did not create it. It was the architect of his character; his character was the architect of his achievements. It had a native affinity for all influences, fine and great, and gave them hospitable welcome and permanent shelter. It had a native aversion for all influences mean and gross, and passed them on. It chose its ideals for him; and out of its patiently gathered materials, it built and shaped his golden character.

"And give *him* the credit."

Three names of Virginians are impressed on the military records of our Civil War—indelibly impressed—Winfield Scott, George Henry Thomas, and Robert Edward Lee; the last, most deeply. Of the three, the first two stood by the flag; the third went with his state. Each, when the time came, acted conscientiously, impelled by the purest sense of loyalty, honor and obligation, taking that course which, under the circumstances and according to his lights, seemed to him right; and each doubtless thought he acted as a free agent. To a degree each was a free agent; to a

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much greater degree each was the child of anterior conditions, hereditary sequence, existing circumstances — in a word of human environment, moral, material, intellectual. Scott or Thomas or Lee, being as he was, and things being as things were, could not decide otherwise than as he did decide. Consider them in order; Scott first:

A Virginian by birth, early association and marriage, Scott, at the breaking-out of the Civil War, had not lived in his native state for forty years. Not a planter, he held no broad acres and owned no slaves. Essentially a soldier, he was a citizen of the United States; and, for twenty years, had been the general in command of its army. When, in April, 1861, Virginia passed its ordinance of secession, he was well advanced in his seventy-fifth year — an old man, he was no longer equal to active sevice. The course he would pursue was thus largely marked out for him in advance; a violent effort on his part could alone have forced him out of his trodden path. When subjected to the test, what he did was infinitely creditable to him, and the obligation the cause of the Union lay under to him during the critical period between December, 1860, and June, 1861, can scarcely be overstated; but, none the less, in doing as he did, it cannot be denied he followed what was for him the line of least resistance.

Of George Henry Thomas, no American, North or South — above all, no American who served in the Civil War — whether wearer of the blue or the gray — can speak, save with infinite respect — always with admiration, often with love. Than his, no record is clearer from stain. Thomas also was a Virginian. At the time of the breaking-out of the Civil War, he held the rank of major in that regiment of cavalry of which Lee, nine years his senior in age, was colonel. He never hesitated in his course. True to the flag from start to finish, William T. Sherman, then general of the army, in the order announcing the death of his friend and classmate at the Academy, most properly said of him: "The very impersonation of honesty, integrity, and honor, he will stand to posterity as the *beau ideal* of the soldier and gentleman." More tersely, Thomas stands for character personified; Washington himself not more so. And now having said this, let us come again to the choice of Hercules — the parting of those terrible ways of 1861.

Like Scott and Lee, Thomas was a Virginian; but, again, there are Virginians and Virginians. Thomas was not a Lee. When, in 1855, the second United States cavalry was organized, Jeffefson Davis being Secretary of War, Captain Thomas, as he then was and in his thirty-ninth year, was appointed its junior major. Between that time and April, 1861, fifty-one officers are said to have borne commissions in that regiment, thirty-one of whom were from the South; and of those thirty-one, no less than twenty-four entered the Confederate service, twelve of whom, among them Robert E. Lee, Albert Sidney Johnston and John B. Hood, became general officers. The name of the Virginian, George H. Thomas, stands first of the faithful seven; but, Union or Confederate, it is a record of great names, and fortunate is the people, great of necessity their destiny, which in the hour of exigency, on the one side or the other, naturally develops from the roster of a single regiment men of the ability, the disinterestedness, the capacity and the character of Lee, Thomas, Johnston, and Hood. It is a record which inspires confidence as well as pride.

And now of the two men — Thomas and Lee. Though born in Virginia, General Thomas was not of a peculiarly Virginian descent. By ancestry, he was, on the father's side, Welsh; French, on that of the mother. He was not of the old Virginia stock. Born in the southeastern portion of the state, near the North Carolina line, we are told that his family, dwelling on a "goodly home property," was "well to do" and eminently "respectable;" but, it is added, there "were no cavaliers in the Thomas family, and not the remotest trace of the Pocahontas blood." When the war broke out, in 1861, Thomas had been

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twenty-one years a commissioned officer; and during those years he seems to have lived almost everywhere, except in Virginia. It had been a life passed at military stations; his wife was from New York; his home was on the Hudson rather than on the Nottoway. In his native state he owned no property, land or chattels. Essentially a soldier, when the hour for choice came, the soldier dominated the Virginian. He stood by the flag.

Not so Lee; for to Lee I now come. Of him it might, and in justice must, be said, that he was more than of the essence, he was of the very quintessence of Virginia. In his case, the roots and fibers struck down and spread wide in the soil, making him of it a part. A son of the revolutionary "Light-Horse Harry," he had married a Custis. His children represented all there was of descent, blood, and tradition of the Old Dominion, made up as the Old Dominion was of tradition, blood, and descent. The holder of broad patrimonial acres, by birth and marriage he was a slave-owner, and a slave-owner of the patriarchal type, holding "slavery as an institution a moral and political evil." Every sentiment, every memory, every tie conceivable bound him to Virginia; and, when the choice was forced upon him — had to be made — sacrificing rank, career, the flag, he threw in his lot with Virginia. He did so with open eyes, and weighing the consequences. He at least indulged in no self-deception — wandered away from the path in no cloud of political metaphysics — nourished no delusion as to an early and easy triumph. "Secession," as he wrote to his son, "is nothing but revolution. The framers of our Constitution never exhausted so much labor, wisdom, and forbearance in its formation, and surrounded it with so many guards and securities, if it was intended to be broken by every member of the Confederacy at will. It is idle to talk of secession." But he also believed that his permanent allegiance was due to Virginia; that her secession, though revolutionary, bound all Virginians and ended their connection with and duties to the national government. Thereafter, to remain in the United States army would be treason to Virginia. So, three days after Virginia passed its ordinance, he, being then at Arlington, resigned his commission, at the same time writing to his sister, the wife of a Union officer, "We are now in a state of war which will yield to nothing. The whole South is in a state of revolution, into which Virginia, after a long struggle, has been drawn; and, though I recognize no necessity for this state of things, and would have forborne and pleaded to the end for redress of grievances, real or supposed, yet in my own person I had to meet the question whether I should take part against my native state. With all my devotion to the Union, and the feeling of loyalty and duty of an American citizen, I have not been able to make up my mind to raise my hand against my relatives, my children, my home. I have therefore resigned my commission in the army; and, save in defense of my native state, I hope I may never be called upon to draw my sword." Two days before he had been unreservedly tendered, on behalf of President Lincoln, the command of the Union army then immediately to be put in the field in front of Washington — the command shortly afterward held by General McDowell.

So thought and spoke and wrote and acted Robert E. Lee, in April, 1861. He has, for the decision thus reached, been termed by some a traitor, a deserter, almost an apostate, and consigned to the "avenging pen of History." I cannot so see it; I am confident posterity will not so see it. The name and conditions being changed, those who uttered the words of censure, invoking "the avenging pen," did not so see it — have not seen it so. Let us appeal to the record. What otherwise did George Washington do under circumstances not dissimilar? What would he have done under circumstances wholly similar? Like Lee, Washington was a soldier; like Lee, he was a Virginian before he was a soldier. He had served under King George's flag; he had sworn allegiance to King George; his ambition had

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been to hold the royal commission. Presently Virginia seceded from the British empire — renounced its allegiance. What did Washington do? He threw in his lot with his native province. Do you hold him then to have been a traitor — to have been false to his colors? Such is not your verdict; such has not been the verdict of history. He acted conscientiously, loyally, as a son of Virginia and according to his lights. Will you say that Lee did otherwise?

But men love to differentiate; and of drawing of distinctions there is no end. The cases were dissimilar, it will be argued; at the time Virginia renounced its allegiance Washington did not hold the king's commission, indeed he never held it. As a soldier he was a provincial always — he bore a Virginian commission. True! Let the distinction be conceded; then assume that the darling wish of his younger heart had been granted to him, and that he had received the king's commission, and held it in 1775 — what course would he then have pursued? What course would you wish him to have pursued? Do you not wish — do you not know — that, circumstanced as then he would have been, he would have done exactly as Robert E. Lee did eighty-six years later. He would first have resigned his commission; and then arrayed himself on the side of Virginia. Would you have had him do otherwise? And so it goes in this world. In such cases the usual form of speech is: "Oh! that is different! Another case altogether!" Yes, it is different; it is another case. For it makes a world of difference with a man who argues thus, whether it is his ox that is gored or the ox of the other man!

And here, in preparing this address, I must fairly acknowledge having encountered an obstacle in my path also. When considering the course of another, it is always well to ask one's self the question: What would you yourself have done if similarly placed? Warmed by my argument, and the great precedents of Lee and of Washington, I did so here. I and mine were and are at least as much identified with Massachusetts as was Lee and his with Virginia — traditionally, historically, by blood and memory and name, we with the Puritan Commonwealth as they with the Old Dominiôn. What, I asked myself, would I have done had Massachusetts at any time arrayed itself against the common country, though without my sympathy and assent, even as Virginia arrayed itself against the Union without the sympathy and assent of Lee in 1861? The question gave me pause. And then I must confess to a sense of the humor of the situation coming over me, as I found it answered to my hand. The case had already arisen; the answer had been given; nor had it been given in any uncertain tone. The dark and disloyal days of the earlier years of the century just ended rose in memory — the days of the embargo, the "Leopard" and the "Chesapeake," and of the Hartford Convention. The course then taken by those in political control in Massachusetts is recorded in history. It verged dangerously close on that pursued by Virginia and the South fifty years later: and the quarrel then was foreign; it was no domestic broil. One of my name, from whom I claim descent, was in those years prominent in public life. He accordingly was called upon to make the choice of Hercules, as later was Lee. He made his choice, and it was for the common country as against his section. The result is matter of history. Because he was a Union man, and held country higher than state or party, John Quincy Adams was in 1808 driven from office, a successor to him in the United States Senate was elected long before the expiration of his term, and he himself was forced into what at the time was regarded as an honorable exile. Nor was the line of conduct then by him pursued — that of unswerving loyalty to the Union — ever forgotten or wholly forgiven. He had put country above party; and party leaders have long memories. Even so broad-minded and clear-thinking a man as Theodore Parker, when delivering a eulogy upon J. Q. Adams, forty years later, thus ex-

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pressed himself of this act of supreme self-sacrifice and loyalty to Nation rather than to State: "To my mind, that is the worst act of his public life; I cannot justify it. I wish I could find some reasonable excuse for it. . . . However, it must be confessed that this, though not the only instance of injustice, is the only case of servile compliance with the executive to be found in the whole life of the man. It was a grievous fault, but grievously did he answer it; and if a long life of unfaltering resistance to every attempt at the assumption of power is fit atonement, then the expiation was abundantly made."[1]

What more, or worse, on the other side, could be said of Lee?

Perhaps I should enter some plea in excuse of this diversion; but, for me, it may explain itself, or go unexplained. Confronted with the question what would I have done in 1861 had positions been reversed, and Massachusetts taken the course then taken by Virginia, I found the answer already recorded. I would have gone with the Union, and against Massachusetts. None the less, I hold Massachusetts estopped in the case of Lee. "Let the galled jade wince, our withers are unwrung;" but, I submit, however it might be with me or mine, it does not lie in the mouths of the descendants of the New England Federalists of the first two decennials of the nineteenth century to invoke "the avenging pen of History" to record an adverse verdict in the case of any son of Virginia who threw in his lot with his state in 1861.

Thus much for the choice of Hercules. Pass on to what followed. Of Robert E. Lee as the commander of the army of Northern Virginia — at once the buckler and the sword of the Confederacy — I shall say a few words. I was in the ranks of those opposed to him. For years I was face to face with some fragment of the army of Northern Virginia, and intent to do it harm; and during those years there was not a day when I would not have drawn a deep breath of relief and satisfaction at hearing of the death of Lee, even as I did draw it at hearing of the death of Jackson. But now, looking back through a perspective of nearly forty years, I glory in it, and in them, as foes — they were worthy of the best of steel. I am proud now to say that I was their countryman. Whatever differences of opinion may exist as to the course of Lee when he made his choice, of Lee as a foe and the commander of an army, but one opinion can be entertained. Every inch a soldier, he was as an opponent not less generous and humane than formidable, a type of highest martial character; cautious, magnanimous, and bold, a very thunderbolt in war, he was self-contained in victory, but greatest in defeat. To that escutcheon attaches no stain.

I now come to what I have always regarded — shall ever regard — as the most creditable episode in all American history — an episode without a blemish — imposing, dignified, simple, heroic. I refer to Appomattox. Two men met that day, representative of American civilization, the whole world looking on. The two were Grant and Lee — types each. Both rose, and rose unconsciously, to the full height of the occasion — and than that occasion there has been none greater. About it, and them, there was no theatrical display, no self-consciousness, no effort at effect. A great crisis was to be met; and they met that crisis as great countrymen should. Consider the possibilities; think for a moment of what that day might have been — you will then see cause to thank God for much.

That month of April saw the close of exactly four years of persistent strife — a strife which the whole civilized world had been watching intently. Democracy — the capacity of man in his present stage of development for self-government — was believed to be on trial. The wish the father to the thought, the prophets of evil had been liberal in prediction. It so chances that my attention has been specially drawn to the European utterances of that time; and, read in the clear light of subsequent history, I use words of mod-

[1] *Works* (London, 1863) Vol. IV, pp. 154, 156.

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eration when I say that they are now both inconceivable and ludicrous. Staid journals, grave public men, seemed to take what was little less than pleasure in pronouncing that impossible of occurrence which was destined soon to occur, and in committing themselves to readings of the book of fate in exact opposition to what the muse of history was wetting the pen to record. Volumes of unmerited abuse and false vaticination — and volumes hardly less amusing now than instructive — could be garnered from the columns of the London *Times* — volumes in which the spirit of contemptuous and patronizing dislike sought expression in the profoundest ignorance of facts, set down in bitterest words. Not only were republican institutions and man's capacity for self-government on trial, but the severest of sentences was imposed in advance of the adverse verdict, assumed to be inevitable. Then, suddenly, came the dramatic climax at Appomattox — dramatic, I say, not theatrical — severe in its simple, sober, matter-of-fact majesty. The world, I again assert, has seen nothing like it; and the world, instinctively, was conscious of the fact. I like to dwell on the familiar circumstances of the day; on its momentous outcome; on its far-reaching results. It affords one of the greatest educational object-lessons to be found in history; and the actors were worthy of the theater, the auditor and the play.

A mighty tragedy was drawing to a close. The breathless world was the audience. It was a bright balmy April Sunday in a quiet Virginia landscape, with two veteran armies confronting each other; one, game to the death, completely in the grasp of the other. The future was at stake. What might ensue? What might not ensue? Would the strife end then and there? Would it die in a death grapple, only to reappear in that chronic form of a vanquished but indomitable people writhing and struggling in the grasp of an insatiate, but only nominal victor? Such a struggle as all European authorities united in confidently predicting?

The answer depended on two men — the captains of the contending forces. Grant that day had Lee at his mercy. He had but to close his hand, and his opponent was crushed. Think what then might have resulted had those two men been other than they were — had the one been stern and aggressive, the other sullen and unyielding. Most fortunately for us, they were what and who they were — Grant and Lee. More, I need not, could not say; this only let me add — a people has good right to be proud of the past and self-confident of its future when on so great an occasion it naturally develops at the front men who meet each other as those two met each other then. Of the two, I know not to which to award the palm. Instinctively, unconsciously, they vied not unsuccessfully each with the other, in dignity, magnanimity, simplicity.

> "Si fractus illabatur orbis
> Impavidum ferient ruinæ."

With a home no longer his, Lee then sheathed his sword. With the silent dignity of his subsequent life, after he thus accepted defeat, all are familiar. He left behind him no querulous memoirs, no exculpatory vindication, no controversial utterances. For him, history might explain itself — posterity formulate its own verdict. Surviving Appomattox but a little more than five years, those years were not unmarked by incidents very gratifying to American recollection; for we Americans do, I think, above all things love magnimity, and appreciate action at once fearless and generous. We all remember how by the grim mockery of fate — as if to test to the uttermost American capacity for self-government — Abraham Lincoln was snatched away at the moment of crisis from the helm of state, and Andrew Johnson substituted for him. I think it no doubtful anticipation of historical judgment to say that a more unfortunate selection could not well have chanced. In no single respect, it is safe to say, was Andrew Johnson adapted for the peculiar duties which Booth's pistol imposed upon him. One of Johnson's most unhappy, most ill-consid-

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ered convictions was that our Civil War was a conventional old-time rebellion — that rebellion was treason — that treason was a crime; and that a crime was something for which punishment should in due course of law be meted out. He, therefore, wanted, or thought he wanted, to have the scenes of England's Convention Parliament and the Restoration of 1660 re-enacted here, as a fitting sequel of our great conflict. Most fortunately, the American people then gave evidence to Europe of a capacity for self-restraint and self-government not traceable to English parentage, or precedents. No Cromwell's head grinned from our Westminster Hall; no convicted traitor swung in chains; no shambles dripped in blood. None the less Andrew Johnson called for "indictments," and one day demanded that of Lee. Then outspoke Grant — general of the army. Lee, he declared, was his prisoner. He had surrendered to him, and in reliance on his word. He had received assurance that so long as he quietly remained at his home, and did not offend against the law, he should not be molested. He had done so; and, so long as Grant held his commission, molested he should not be. Needless, as pleasant, to say what Grant then grimly intimated did not take place. Lee was not molested; nor did the general of the army indignantly fling his commission at an accidental president's feet. That, if necessary, he would have done so, I take to be quite indubitable.

Of Lee's subsequent life, as head of Washington College, I have but one anecdote to offer. I believe it to be typical. A few months ago I received a letter from a retired army officer of high character from which I extract the following: "Lee was essentially a Virginian. His sword was Virginia's, and I fancy the state had higher claims upon him than had the Confederacy, just as he supposed it had than the United States. But, after the surrender, he stood firmly and unreservedly in favor of loyalty to the nation. A gentleman told me this anecdote. As a boy he ran away from his Kentucky home, and served the last two years in the rebel ranks. After the war he resumed his studies under Lee's presidency; and one occasion, delivered as a college exercise an oration with eulogistic reference to the 'Lost Cause,' and what it meant. Later, General, then President Lee sent for the student, and, after praising his composition and delivery, seriously warned him against holding or advancing such views, impressing strongly upon him the unity of the nation, and urging him to devote himself loyally to maintain the integrity and the honor of the United States. The kindly paternal advice thus given was, I imagine, typical of his whole *post bellum* life." Let this one anecdote suffice. Here was magnanimity, philosophy, true patriotism: the pure American spirit. Accepting the situation loyally and in a manly, silent way — without self-consciousness or mental reservation — he sought by precept, and yet more by a great example, to build up the shattered community of which he was the most observed representative in accordance with the new conditions imposed by fate, and through constitutional action. Talk of traitors and of treason! The man who pursued that course and instilled that spirit had not, could not have had, in his whole being one drop of traitor's blood or conceived a treacherous thought. His lights may have been wrong — according to our ideas then and now they were wrong — but they were his lights, and in acting in full accordance with them he was right.

But, to those thus speaking, it is since sometimes replied — "Even tolerance may be carried too far, and is apt then to verge dangerously on what may be better described as moral indifference. It then, humanly speaking, assumes that there is no real right or real wrong in collective human action. But put yourself in his place, and, to those of this way of thinking, Philip II. and William of Orange — Charles I. and Cromwell — are much the same; — the one is as good as the other, provided only he acted according to his lights. This will not do. Some moral test must be applied — some standard of right and wrong.

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"It is by the recognition and acceptance of these that men prominent in history must be measured, and approved or condemned. To call it our Civil War is but a mere euphemistic way of referring to what was in fact a slave-holders' rebellion, conceived and put in action for no end but to perpetuate and extend a system of human servitude, a system the relic of barbarism, an insult to advancing humanity. To the furtherance of this rebellion, Lee lent himself. Right is right, and treason is treason—and, as that which is morally wrong cannot be right, so treason cannot be other than a crime. Why then because of sentiment or sympathy or moral indifference seek to confound the two? Charles Stuart and Cromwell could not both have been right. If Thomas was right, Lee was wrong."

To this I would reply, that we, who take another view, neither confound, nor seek to confound, right with wrong, or treason with loyalty. We accept the verdict of time; but, in so doing, we insist that the verdict shall be in accordance with the facts, and that each individual shall be judged on his own merits, and not stand acquitted or condemned in block. In this respect time works wonders, leaving few conclusions wholly unchallenged. Take, for instance, one of the final contentions of Charles Sumner, that, following old world precedents, founded, as he claimed, in reason and patriotism, the names of battles of the war of the rebellion should be removed from the regimental colors of the national army, and from the army register. He put it on the ground that, from the republics of antiquity down to our days, no civilized nation ever thought it wise or patriotic to preserve in conspicuous and durable form the mementoes of victories won over fellow-citizens in civil war. As the sympathizing orator said at the time of Sumner's death—"Should the son of South Carolina, when at some future day defending the Republic against some foreign foe, be reminded by an inscription on the colors floating over him, that under this flag the gun was fired that killed his father at Gettysburg?" This assuredly has a plausible sound. "His father;" yes, perhaps. Though even in the immediately succeeding generation something might well be said on the other side. Presumably, in such case, the father was a brave, an honest and a loyal man—contending for what he believed to be right—for it, laying down his life. Gettysburg is a name and a memory of which none there need ever feel ashamed. As in most battles, there was a victor and a vanquished; but on that day the vanquished, as well as the victor, fought a stout fight. If, in all recorded warfare there is a deed of arms the name and memory of which the descendants of those who participated therein should not wish to see obliterated from any record, be it historian's page or battle-flag, it was the advance of Pickett's Virginian division across that wide valley of death in front of Cemetery Ridge. I know in all recorded warfare of no finer, no more sustained and deadly feat of arms. I have stood on either battle-field, and, in scope and detail, carefully compared the two; and, challenging denial, I affirm that the much vaunted charge of Napoleon's guard at Waterloo, in fortitude, discipline and deadly energy will not bear comparison with that other. It was boy's work beside it. There, brave men did all that the bravest men could do. Why then should the son of one of those who fell coming up the long ascent, or over our works and in among our guns, feel a sense of wrong because "Gettysburg" is inscribed on the flag of the battery a gun of which he now may serve? On the contrary, I should suppose he would there see that name only.

But, supposing it otherwise in the case of the son—the wound being in such case yet fresh and green—how would it be when a sufficient time has elapsed to afford the needed perspective? Let us suppose a grandson six generations removed. What Englishman, be he Cavalier or Roundhead by descent—did his ancestor charge with Rupert or Cromwell—did he fall while riding with leveled point in the grim wall of advancing Ironsides, or go hopelessly down in

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death beneath their thundering hoofs—what descendant of any Englishman who there met his end, but with pride would read the name of Naseby on his regimental flag? What Frenchman would consent to the erasure of Ivry or Moncontour? Thus, in all these matters, Time is the great magician. It both mellows and transforms. The Englishman of today does not apply to Cromwell the standard of loyalty or treason, of right and wrong, applied after the Restoration; nor, again, does the twentieth century confirm the nineteeth's verdicts. Even slavery we may come to regard as a phase, pardonable as passing, in the evolution of a race.

I hold it will certainly be so with our Civil War. The year 1965 will look upon its causes, its incidents, and its men with different eyes from those with which we see them now — eyes wholly different from those with which we saw forty years ago. They— for we by that time will have rejoined the generation to which we belonged —will recognize the somewhat essential fact, indubitably true, that all the honest conviction, all the loyalty, all the patriotic devotion and self-sacrifice were not then, any more than all the courage, on the victor's side. True! the moral right, the spirit of nationality, the sacred cause of humanity even, were on our side; but among those opposed, and who in the end went down, were men not less sincere, not less devoted, not less truly patriotic according to their lights, than he who among us was first in all those qualities. Men of whom it was and is a cause of pride and confidence to say: "They, too, were countrymen!"

Typical of those men — most typical — was Lee. He represented, individualized, all that was highest and best in the southern mind and the Confederate cause — the loyalty to state, the keen sense of honor and personal obligation, the slightly archaic, the almost patriarchal, love of dependent, family, and home. As I have more than once said, he was a Virginian of the Virginians. He represents a type which is gone — hardly less extinct than that of the great English nobleman of the feudal times, or the ideal head of the Scotch clan of a later period; but, just so long as men admire courage, devotion, patriotism, the high sense of duty and personal honor — all, in a word, which go to make up what we know as character — just so long will that type of man be held in affectionate, reverential memory. They have in them all the elements of the heroic. As Carlyle wrote more than half a century ago, so now: "Whom do you wish to resemble? Him you set on a high column. Who is to have a statue? means, Whom shall we consecrate and set apart as one of our sacred men? Sacred; that all men may see him, be reminded of him, and, by new example added to old perpetual precept, be taught what is real worth in man. Show me the man you honor; I know by that symptom, better than by any other, what kind of man you yourself are. For you show me there what your ideal of manhood is; what kind of man you long inexpressibly to be, and would thank the gods, with your whole soul, for being if you could."

It is all a question of time; and the time is, probably, not quite yet. The wounds of the great war are not altogether healed, its personal memories are still fresh, its passions not wholly allayed. It would, indeed, be cause for special wonder if they were. But, I am as convinced as an unillumined man can be of anything future, that, when such time does come, a justice, not done now, will be done to those descendants of Washington, of Jefferson, of Rutledge, and of Lee, who stood opposed to us in a succeeding generation. That the national spirit is now supreme and the nation cemented, I hold to be unqestionable. That property in man has vanished from the civilized world is due to our Civil War. The two are worth the great price then paid for them. But, wrong as he may have been, and as he was proved by events, in these respects the Confederate had many great and generous qualities; he also was brave, chivalrous, self-sacrificing, sincere, and patriotic. So I look forward with confidence to the time when they too will

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be represented in our national Pantheon. Then the query will be answered here, as the query in regard to Cromwell's statue put sixty years ago has recently been answered in England. The bronze effigy of Robert E. Lee, mounted on his charger, and with the insignia of his Confederate rank, will from its pedestal in the nation's capital gaze across the Potomac at his old home at Arlington, even as that of Cromwell dominates the yard of Westminster upon which his skull once looked down. When that time comes, Lee's monument will be educational — it will typify the historical appreciation of all that goes to make up the loftiest type of character, military and civic, exemplified in an opponent, once dreaded, but ever respected; and, above all, it will symbolize and commemorate that loyal acceptance of the consequences of defeat, and the patient upbuilding of a people under new conditions by constitutional means, which I hold to be the greatest educational lesson America has yet taught to a once skeptical, but now silenced world.

LIBRARY REPORT.

During the Spring Quarter, 1902, there has been added to the library of the University a total number of 3,558 volumes, from the following sources:

Books added by purchase, 2,161 volumes, distributed as follows:

General Library, 67 vols.; Philosophy, 73 vols.; Pedagogy, 35 vols.; Political Economy, 72 vols.; Political Science, 48 vols.; History, 809 vols.; Classical Archæology, 14 vols.; Sociology, 52 vols.; Sociology (Divinity), 17 vols.; Sociology (Folk-Psychology), 13 vols.; Anthropology, 35 vols.; Comparative Religion, 16 vols.; Semitic, 30 vols.; New Testament, 10 vols.; Sanskrit and Comparative Philology, 42 vols.; Greek, 39 vols.; Latin, 13 vols.; Latin and Greek, 3 vols.; Romance, 135 vols.; German, 17 vols.; English, 125 vols.; Mathematics, 25, vols.; Astronomy (Ryerson), 16 vols.; Astronomy (Yerkes), 31 vols.; Chemistry, 9 vols.; Physics, 30 vols.; Geology, 13 vols.; Zoölogy, 13 vols.; Anatomy, 27 vols.; Neurology, 24 vols.; Physiology, 21 vols.; Physiological Chemistry, 47 vols.; Botany, 1 vol.; Public Speaking, 30 vols.; Church History, 11 vols.; Systematic Theology, 91 vols.; Homiletics, 9 vols.; Morgan Park Academy, 31 vols.; Commerce and Administration, 7 vols.; Bacteriology, 21 vols.; Pathology, 25 vols.; Embryology, 2 vols.; Swedish Theological Seminary, 2 vols.; Latin, Classical Archæology, and Sanskrit, 1 vol.; Literature in English Department XVI, 8 vols.; Latin, Greek, and Comparative Philology, 1 vol.

Books added by gift, 821 volumes, distributed as follows:

General Library, 416 vols.; Pedagogy, 79 vols.; Political Economy, 8 vols.; Political Science, 5 vols.; History, 18 vols.; Sociology, 2 vols.; Anthropology, 1 vol.; Semitic, 6 vols.; New Testament, 1 vol.; Sanskrit and Comparative Philology, 1 vol.; Greek, 2 vols.; Latin, 40 vols.; Romance, 2 vols.; German, 1 vol.; English, 17 vols.; Mathematics, 3 vols.; Astronomy (Ryerson), 51 vols.; Astronomy (Yerkes), 5 vols.; Chemistry, 3 vols.; Physics, 2 vols.; Geology, 50 vols.; Zoölogy, 7 vols.; Anatomy, 1 vol.; Biology, 3 vols.; Botany, 3 vols.; Church History, 1 vol.; Systematic Theology, 1 vol.; Commerce and Administration, 3 vols.; Bacteriology, 21 vols.; Pathology, 2 vols.; Divinity, 6 vols.; Elementary School, 31 vols.; Music, 29 vols.

Books added by exchange for University publications, 576 vols., distributed as follows:

General Library, 326 vols.; Philosophy, 7 vols.; Pedagogy, 12 vols.; Political Economy, 21 vols.; Political Science, 8 vols.; History, 1 vol.; Sociology, 58 vols.; Sociology (Divinity), 1 vol.; Anthropology, 4 vols.; Comparative Religion, 7 vols.; Semitic, 13 vols.; New Testament, 14 vols.; English, 1 vol.; Astronomy (Ryerson), 2 vols.; Astronomy (Yerkes), 20 vols.; Geology, 17 vols.; Neurology, 1 vol.; Botany, 13 vols.; Church History, 28 vols.; Systematic Theology, 12 vols.; Homiletics, 3 vols.; Divinity, 1 vol.; Semitic and New Testament, 1 vol.; Zoölogy and Botany, 5 vols.

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SPECIAL GIFTS.

United States Government, 124 vols., documents; Mr. F. I. Carpenter, 28 vols., English literature; University of the State of New York, 19 vols., miscellaneous. Reports: City of Rotterdam, 3 vols.; Geneva, 4 vols.; Bologna, 6 vols.; Basel, 6 vols.; Genoa, 4 vols.; Riga, 4 vols.; Ancona, 7 vols.; Kioto, Japan, 5 vols.; Brussels, 3 vols.; Rio de Janeiro, 22 vols.; Turin, 12 vols.; Christiania, 11 vols.; New York, 15 vols. health; Agra Municipality British India, 3 vols.; County Borough of Bolton, 8 vols.; Cook County Commissioners, 4 vols.; President Harper, 12 vols., miscellaneous; Mr. R. D. Salisbury, 16 vols., geological reports; Novello, Ewer & Co., 11 vols., text-books; Peace Association of Friends, 5 vols., reports; Superintendent of Public Instruction, Neb., 5 vols., pedagogical books; A. S. Barnes & Co., 5 vols., music books. Text-books: Thos. Whittaker, pub., 4 vols.; Presbyterian Board of Publication, 3 vols.; S. W. Baird, pub., 7 vols.; Rand, McNally & Co., 5 vols.; Ginn & Co., 8 vols.; The Macmillan Co., 5 vols.; Houghton, Mifflin & Co., 5 vols.; American Book Co., 14 vols.; Longmans, Green & Co., 6 vols.; Mrs. Geo. C. Walker, 15 vols., Proceedings and Transactions of the American Society of Civil Engineers. Reports: Canada Geological Survey, 4 vols.; Association of Collegiate Alumnæ, 6 vols.; Pennsylvania Board of Public Charities, 5 vols.; National Academy of Sciences, 4 vols.; Maine Board of Agriculture, 13 vols.; New Jersey Geological Survey, 12 vols.; Mr. C. P. Everett, 35 vols., Arabic books; Michigan State Library, 14 vols., miscellaneous; Pennsylvania State Library, 31 vols., miscellaneous.

CHAPEL ADDRESSES.

BY THE REVEREND EDWARD EVERETT HALE.[1]

Boston, Mass.

I.[2]

Someone has said, and said very truly, that the Lord's prayer contains the whole Christian religion. This being the case, I would suggest that some of those persons who are never able to define Christianity would save themselves trouble by committing the words of the prayer to memory or by writing it out and carrying it around in their pocket-books. If we really know what we are talking about when we say, "Our Father, who art in heaven," then we know that we are God's children. As I said on Sunday morning, we are not merely creatures of God; a grain of sand, an acorn, is a creation of God; but we are God's children, and, when we choose to go to work with him, we have his omnipotence. I do not say that man cannot go to work without him. He can. A man can paddle up stream if he wants to do so; but the current may be stronger than the man, and he is likely to be carried down stream. But, if a man chooses to work with God, as I have just said, he may share in God's omnipotence. We may be omnipotent as long as we borrow our omnipotence. Now this relationship of God with man suggests that there is but one law for the universe. There is no single law for this place, and another law for that place; one law of electricity, and another of light. All laws are one law; and we know that this law is the present wish of God.

What I have been trying to say to you young people this week is an expression of the great gain we have in this business of handling omnipotence if we go to work in the open air. I have a feeling that "open air" is the one great gospel of our time; and I have also a feeling that the tendency of college life, books, libraries, class-rooms, laboratories, etc., is all on the other side. They produce the idea that we would rather live in these prisons which we call homes, or in these cells which we call class-rooms, than to be out in God's open air, under God's blue sky, made for all of God's great universe.

I told the boys at Amherst a few years ago that I would give them three practical rules of life, of which the first one is, to live in the open air all you can. And I did not mean merely that life in

[1] University preacher for the month of May, 1902.

[2] Address before the Graduate Schools, May 8, 1902.

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the open air would strengthen the muscles, or keep them free from disease, or make spring medicines wholly unnecessary at any time. I leave all that to the doctors. I meant that they would be more men than they could be by yielding to the temptation to shut themselves indoors. And what do I mean when I say "more men," or "more women"? Why, I mean that you will be nearer to God if you use infinite forces more and finite forces less. This it is to be a child of God. This it is, when you pray in the morning, to say "Our Father" with meaning, not simply to repeat two words which have come down to you by tradition. It is the desire for larger life that draws us to the university: the wish that life shall be larger on the ninth day of May than on the eighth day of May, larger this month than last month, larger next year than this year. When we came here we knew that the life of a son or daughter of God is a life drawing constantly nearer, and nearer, and nearer to the Father, gaining more of the Father's light and life and strength. We know that a person who does not gain strength with every passing day, who is the same tomorrow that he is today, is less a child of God tomorrow than he is today. This is what we are for: Larger things tomorrow than today, larger life next year than this year.

I am eager to impress upon you this principle of life in the open air because such life may be devoted to the practice of the presence of God as life indoors cannot be. I do not say that the reader, the student of David's Psalms and Browning's poems, cannot bring himself thereby nearer to God; but I do say that the man who reads all day, at the end of the day will probably find himself in a less close communion with God than the man or woman who has spent the better part of the day in the open air.

I quoted to the ladies yesterday that fine sentence of Kant's, in which he says that there are two things, and only two things, worthy of the undivided attention of man as a child of God: one, the struggle of a good man with adversity; and the other, the question of what lies beyond the farthest star. The best conception of infinity which you and I can have comes to us first, I suppose, in the effort to answer that question; at all events, in the upspringing and framing of that question, What is there beyond the farthest star? No person need take such a walk as I took last night without feeling that intercourse with God which enters the soul as one goes into the infinite, as one remembers that he and that farthest star are one with each other, that the inhabitants of that star and he himself are living by one law, the law of honor, of truth, and of faith. The same thing may happen in the plucking of a dandelion from the roadside. You may pluck the dandelion to put it in your buttonhole and to throw it away when faded; or you may, in picking the dandelion, enter into the presence of and communion with the God who gives you the dandelion, who is glad to give it to you, who enjoys the pleasure it gives you to pluck it, who gave the flower its life. You may make every act and feeling bring you closer to the God who is and whose child you are. I cannot bring to mind any man or woman whose life is enlarging who is not putting himself or herself into this communication with life, into this condition of touch with nature. A friend of mine used to say that we must learn to spell nature with a large N, and life with a large L. We must not speak of them as outside things, but as living presences in the midst of which we live, and move, and have our being. And it is for this reason, almost for this reason only, that the study of natural science plays so important a part in the development of life. You will not find that the great leaders, the persons whom we are glad to follow because they know how to lead, are people who have shut themselves up in prisons called houses. The Isaac Newtons and the Darwins have done this. But Jesus, who told us to consider the lilies of the field, is the leader of modern civilization.

PRAYER.

Even so, great God, take us as thine own children, and lead us. Show us thine own handiwork,

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and talk to us about it. Show us, Father, what we can do in this great universe outside, wherein it is our place and our joy to lift up that which is cast down, to aid those who are blind, to carry this blessed gospel of thine to those who are of mankind. We ask it as thy blessed children. Amen.

II.[3]

The text of this week, as I believe you know, is *Together*. I put it to the undergraduates in the military phrase, that they must touch elbows with the rank and file; and I ventured to tell even the young ladies last Monday what is meant by the advance of the regiment front, when everybody touches elbows with the sergeant on the extreme left. And so in speaking to a body of men who are going to be ministers, one cannot help remembering that the center of Christian ethics and of modern life is in the text where the Savior says: "Whosoever will be great among you, let him be your minister," certainly not meaning that he was to be ordained in this way or in that, but meaning that he was to be their servant. The meaning of that word is changed in the English, so that now we only speak of a minister as the man who serves in the highest relations, between man and God. But that is merely a change in the language, and the Revised Version has done its best to restore the word into the department of universal service—"Whosoever will be great among you shall be your bondservant," as if "bondservant" were a stronger phrase for service than "minister." We ministers are so fortunate that we can touch elbows with the rank and file and shake the hand of every sort and condition of man more easily than anyone else. When a man of great wealth undertakes to be on friendly terms with one of the rank and file, he is looked at with a certain suspicion, as if he had some axe to grind. But a minister must be in easy touch with everybody. He must understand the language of the people, and the people must understand his language, and he must not let anything in the fact that he is ordained separate him from the simplest. To use the common phrase, he must not be "stuck up." I should go so far as to say that our preaching oftentimes is "stuck up." When we speak of the "doctrine of evolution" and "the survival of the fittest," or any of those fine phrases of our last century, as if everybody understood what they were, I think it is rather hard on Mary Flaherty, the washwoman, who has dressed herself up to the tone required by our grand church arrangements, that she might come in and hear a discourse on that subject. I remember, when I was in England, after struggling to find our Unitarian chapel, we found the place at last, and found a fine young fellow of twenty-five years of age in the pulpit. We heard a fine ritual, and singing by a choir in surplices; but, when this young man got up to preach, he told us that we probably did not know that, in the essay of Spencer upon thus and so, Spencer had made a very gross mistake with regard to this and that, and that the Lord God had sent this young gentleman into the world for the purpose of discovering this error, and he would spend this half-hour in discussing this mistake of Spencer. This chapel was the fine old chapel in which Dr. Watts had officiated, and in which his hymns were written and first sung; and one could not help wondering if Isaac Watts would have got up and said that John Locke had made a mistake in the second chapter of his *Essay on the Human Understanding*, and he would devote the time to the discussion of this error.

I wish to discuss the subject of sermons, and how Sunday should be spent. I would like to say this to any one of you, that you won't be in the ministry six months before you will be willing to write me a letter saying that you have learned from some fisherman, or some sunburned old tar, who has just come back from the sea, things you have never learned in your four years of college life, or even in this seminary. The healthy touch of the people—that is the thing needed before one can understand what the Savior means when

3 Address before the Divinity School, May 9, 1902.

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he tells us to go out and preach this gospel to all the world. He did not say, Preach it to the people who will pay $15 a year for a seat in your church. He did not say, Preach it to the women who know the difference between an ostrich feather and a turkey feather. He meant it that we should be in touch with everybody that the good God has sent into the world. I told the other day a story which is sufficiently ridiculous to fix it upon everyone's memory. I have forgotten the name of the book — you will find it in the libraries — written by a man very high in the feudal system of England, in which he explains about the Savior's choice of his apostles. Peter was a fisherman, it is true, and Andrew was a fisherman; but Tiberias was a large Roman garrison, and it may very well be that Peter and Andrew were both contractors for the daily supply of fish at the garrison; and, therefore, it need not be supposed that Peter was an ordinary poor fisherman — it may very well be that he was a government contractor. Don't ever preach any such stuff. Don't ever suppose that the man in the front pew who has a contract to be delivered to the government is of any more importance than poor Mary Flaherty, the washwoman.

If I had a class, I should say, Never be philological in a sermon — never say, the Hebrew, or the Greek, requires this or that, to show how much you know. Say that in a quarterly journal, perhaps, but never in a sermon. And let your language be simple. Take the word *sociology*, or *aphorism*, or *solidarity* — all of them technical words which have recently come into use, not words belonging to the language of the people. Even the word patriot is put into Johnson's dictionary with a bad meaning. He defined it "a man who pretends he is devoted to his country." The change in the style of sermons is a sign of the great advance the church has made in the last century. Take down the sermons of the beginning of the last century, and you will find that they are addressed to individuals. The great effort of our day is all in the plural number; as Jesus said "Our Father," not "My Father," and made us pray to the Father of the universe. The church in all its branches is insisting upon this, that God has made of one blood all the nations. That is the keynote of the preaching with which you are to try to uplift the people.

THE ALUMNI.

ALUMNI DAY.

June 14, 1902.

At the close of Alumni Day exercises last year the general opinion was that we could not hope to have another such alumni day for at least five years. But Saturday, June 14, proved to be a far greater success than last year, both in attendance and enthusiasm.

The plans for the day were entrusted to the class of '97, which appointed a committee on arrangements, consisting of William O. Wilson, Donald S. Trumbull, and Scott Brown. The success of the day is a strong argument in favor of putting the exercises into the hands of the class which is celebrating its fifth anniversary.

Despite the rain of the early morning, the Quadrangle Club was comfortably filled with alumni who had accepted President and Mrs. Harper's invitation to breakfast with them at 8:30 A. M. Two hours were enjoyed renewing old acquaintances and listening to impromptu toasts by various alumni and members of the faculty.

The business meetings of the sections at 11:00 A. M. were called, but little was done in the way of organizing the separate groups.

The Chicago Alumnæ luncheon given at the Quadrangle Club to the women of the class of '02 residing in Chicago, was attended by seventy-five alumnæ. Charlotte Foye, '95, was toastmistress, and the speakers were Misses Talbot, Claire Fox, Alma Thayer, '02, Laura Wright, '97, president of the club, and Margaret Coulter, '02. Before the luncheon the president, Miss Wright, asked for a few minutes in which to refer to a matter

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of importance to all those present, "as alumnæ and as individuals." She then introduced Angeline Loesch, '98, who presented a resolution protesting against the contemplated segregation of the men and women in the Junior Colleges. After a short discussion the resolution was adopted, and a copy of it was sent to the meeting of the Junior College faculty then in session. Miss Talbot, the first speaker, who had just come from the faculty meeting, assured the alumnæ that whatever was done in regard to segregation would be done with the best interests of the women at heart.

The other toasts followed. Miss Fox referred to the two usual careers of women graduates as shown by the statistical announcement that fifty-seven of the women in the present class contemplated teaching and twelve were "uncertain." Miss Thayer replied with "The girl that does neither." Miss Wright welcomed the members of the graduating class, and Miss Coulter responded in behalf of the class of '02.

The Divinity Alumni were served luncheon at the Quadrangle Club. Only a few were present on Saturday, owing to their pastoral duties. A full account of the Divinity Alumni meeting on Monday is found in a report by the secretary of that division on another page.

The business meeting at 2:00 P.M. was attended by the largest number of alumni in the history of the association. The meeting was called to order by President Frederick A. Smith, '66. The reports of the secretary and of the auditing committee were read and approved. After the report of the memorial committee was given and accepted, the committee was discharged; later a motion was passed providing for the appointment of a new memorial committee by the president of the association.

According to the notice of a year ago, an amendment to the constitution, changing the date for the sending of the annual announcements to the members was passed. The committee of five appointed to carry out the plans of furnishing a room in the tower as permanent headquarters for the association was continued with full power to act. The committee, consisting of Allan T. Burns, '97; Charlotte Foye, '95; William O. Wilson, '97; Elizabeth Buchanan, '00; and Dr. J. E. Raycroft, '96, will soon begin active work to raise the money for this purpose. The room will not be ready for furnishing before December.

In response to a statement from Mr. Gurney, '83, assistant to the Recorder, the executive committee was requested to investigate the question of eligibility to membership in the association. At present only those receiving degrees from the University are eligible to membership.

The important question before the association at this meeting was the request of the student body, expressed in a set of resolutions recently adopted by them in a mass meeting. The resolutions request the association "to purchase the *University of Chicago Weekly* and hereafter provide for the business management of a daily newspaper and a monthly literary magazine, which shall take the place of the present weekly; the first issue to be published October 1, 1902."

A full report of the action of the student body and the consideration of the whole question by the executive committee, was read by the secretary. After extended debate on the question and after various motions and amendments had been offered, the association voted that a committee of fifteen be appointed by the president to collect information, send this information to the members of the association, and obtain their votes for the adoption or rejection of the request of the student body and the proposition of the manager of the *Weekly*. This committee is to report to the executive committee by August 1.

The class of '02 then marched into the meeting in cap and gown to be received into the association. President Smith welcomed the new graduates with an appropriate address, to which Douglas Sutherland responded. This ceremony, established only two years ago, has been the means of bringing the new graduates into close and

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active touch with the association, and will no doubt remain one of the honored customs of Alumni Day.

The report of the election committee was then read by Harold H. Nelson, '01. The mailed ballot resulted in the election of the following officers for the year:

Edwin G. Cooley, '95 (Superintendent Chicago Schools), President.
Elizabeth Faulkner, '85, First Vice-President.
William S. Bond, '97, Second Vice-President.
Ralph C. Hamill, '99, Third Vice-President.
Mayo Fesler, '97, General Secretary.
Executive Committee, 1902–'05—Howard P. Kirtley, '00; Edith M. Kohlsaat, '00; Charles S. Pike, '96.

The new president was then escorted to the chair by Scott Brown, president of the class of '97, and Herbert E. Fleming, president of the class of '02.

Before the meeting adjourned a resolution was adopted "that it is the sense of this association that Marshall Field should not be diminished in size by the erection of buildings on any part of it."

Very little time was left for class reunions, but they met as scheduled. The class of '97 at their meeting voted to furnish a table for the alumni room in the new club house.

The alumni of the old University met as one class and expressed a desire that in the future a general reunion of all alumni of the old University be provided for in the programme.

The next distinctively alumni exercise was the first alumni sing on Haskell steps at 6:00 P. M., immediately following the baseball game on Marshall Field. The success of this first sing warrants the prediction that this custom will also become one of the permanent features of Alumni Day.

At 6:45 P. M. the sing closed with the "Alma Mater" and a rousing Chicago yell, and the members retired to the tent which had been decorated especially for the annual alumni dinner. The largest number in the history of the association sat down at the three long tables. At the speaker's table sat the president of the association, the toastmaster, the president of the Chicago Alumni Club, the president of the Chicago Alumnæ Club, the speakers, and guests of the evening. The class of '02 was represented by fifty of its members.

George E. Vincent, Ph.D., '96, toastmaster, was compelled to leave early, after a brief introductory toast. President Smith kindly consented to supply his place, which he did most successfully. In the absence of Henry F. Frink, '68, who was to have spoken for the old University, Hon. Genio M. Lambertson, '72, of Lincoln, Neb., was called to respond to this toast. His toast was an eloquent tribute from a graduate of the old University to the new and growing successor of his alma mater.

Charles A. Huston, '02, spoke for the class of '02 on the toast: "Class Spirit in its Relation to University Spirit." Grace E. Bird, '97, gave a toast for the class of '97 in the form of a poem commemorating the interesting events and places about the University in '97. The poem was received with enthusiasm. President Harper spoke of the rapid growth of the University, of the serious problems confronting the Board of Trustees, and of the relation of the alumni to the University. Impromptu toasts were called for from Dean Tufts, Dean Judson, and Mr. Stagg. During the evening greetings from the New England Alumni Club were read by the toastmaster. The singing of Lester Bartlett Jones was thoroughly appreciated by those present. June 14, 1902, being the 125th anniversary of the adoption of the stars and stripes, Mr. Jones sang the "Star Spangled Banner," and the audience joined in the chorus. The exercises of the day closed with the singing of the "Alma Mater."

The common feeling was that this day far surpassed any other alumni day in the history of the association; a larger number were present throughout the day, there was more sociability and enthusiasm, and the alumni went home feeling a stronger bond of union between them and their alma mater.

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There was one misfortune to mar the pleasant memories of the day. Hon. G. M. Lambertson, '72, who had come all the way from Nebraska to attend the exercises, had responded to the toast at the annual dinner, and had gone to his hotel, seemingly in the best of health, died Sunday morning from heart failure. He was a man of whom his associates were proud. His death is a serious loss to the association.

The rapid growth of interest on the part of the members of the association, as indicated by the rapidly increasing attendance on Alumni Day, is a source of pleasure to all who are interested in the work of the alumni.

CLASS DAY—1902.

For the first time the University set aside an entire day, Monday, June 16, as Class Day. All things, including ideal weather, worked together for the success of the new arrangement, so that the institution of a whole day for class exercises may be regarded as established.

At 10:30 A. M. members of the class of '02 gathered in the chapel. At 11:00 A. M. the procession moved to the flag pole. Here, in the form of a "C," the class, the Dean, and President Harper stood for a moment while a photographer took a picture of the group. After the exposure had been made Herbert Easton Fleming opened the day with appropriate remarks, dwelling particularly on the fact that the Seniors have the right to fly their flag uninterfered with by underclassmen. It may here be said that the underclasses respected this right, and that the flag floated until lowered at sunset by the custodian of the banner for the coming year. When the class had sung the song which Dean Tufts had composed, the latter made an address full of the spirit with which he has at all times encouraged the class. Then Jessie Evelyn Sherman raised the flag while the Seniors sang "Vive la Naughty —Two."

From the flag pole the procession went to the gymnasium chanting a dirge, "Magnum locum plevimus," so slowly that the tune of "Yankee Doodle" was almost unrecognizable. The chant continued until the class had taken places on the main floor, and until the "deans of athletics" and the president had reached their stations on the platform. The "'02 Bene Vale to the Old Gym" began with the introduction of the valedictorian for the men, Leon P. Lewis. Martha S. Allerdice said farewell on behalf of the women. These speeches were followed by the award of honors and degrees. Egbert T. Robertson, as "dean of Baseball," wearing a mask for his hood, presented members of the class who had won honors in baseball. President Fleming awarded the candidates fitting souvenirs. Frederick D. Bramhall introduced the track men; Albert E. Merrill presented the football heroes; and William H. Elfreth urged the president to award ping pong rackets to the tennis players. Grace Johnson, as "Dean of Women," presented "C's" to the women who deserved them. Director Stagg then ascended the platform to receive the special honorary degree of B. A. (Boss of Athletics). Then followed the presentation of a "pathetic tragedy in one act" entitled, "The Case Is Altered," by William A. Averill.

By the time the class had completed its last lap around the gymnasium track to the music of the "Bene Vale dirge," the hour for luncheon had arrived. The procession moved to the tent for the class luncheon.

At 2:00 P. M. the band conducted the class on its farewell tour of the quadrangles. Under the oaks of the Woman's Quadrangle "The Foster Girls' Song" was sung; Margaret Donnan said farewell to the halls; the class sang its farewell chorus. To the ivy in Hull Court the procession moved, where Leona Canterbury made the farewell speech and the class joined in the final song. Outside of Hull Court the class sang the "Hull Gate Song." At Kent George A. Young gave the valedictory, and at Cobb Hall Robert L. Henry spoke for the class.

From Cobb Hall the class went to its reserved

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place at the Senior Bench. Here President Fleming made an introductory address. Mabel K. Whiteside, in a cleverly sustained imitation of Cæsar's *Commentaries*, told the history of the class. Bertram G. Nelson, on behalf of the class, presented to the University a stained glass window for Mandel Assembly Hall. President Harper accepted the gift on behalf of the University. Clara J. Kretzinger read the class poem. When the Seniors had sung the class song written by Miss Morrison, David A. Robertson delivered the Senior Bench to the class of 1903, for whom Thomas J. Hair replied. The maroon cap and gown were presented to Narcissa Cox, the representative of the class of 1903, by Josephine Lackner. When Miss Cox had replied to Miss Lackner and had donned the Senior gown, the class and audience arose and sang "Alma Mater."

The singing of "Alma Mater" concluding the distinctive class exercises, the big maroon flag, with its blue numerals "1902," was lowered. At 8:00 P. M. the President's reception was held in the convocation tent—a reception surpassed in brilliance only by the decennial reception—which brought Class Day to a splendid close.

DAVID A. ROBERTSON, '02.

THE DIVINITY ALUMNI.

The attractions of examination and convocation weeks brought together quite a body of alumni. Unfortunately the business meeting of this association had been announced for and was held on Saturday, June 14, when it was practically impossible to get together any considerable number of men whose chief duties of the week fall on Sunday. However, a number of those who live in the vicinity of the University were at the alumni breakfast, so generously provided by the President and Mrs. Harper, and the business meeting was by no means a failure. The regular business, including the election of officers for the ensuing year, was transacted. The subject of co-operation with the General Alumni Association was discussed, and a committee appointed to confer with the executive officers of that association about possible arrangements for such a step.

Saturday noon the Divinity Faculty gave a luncheon to the alumni at the Quadrangle Club. At the postprandial section of this occasion, Dean Hulbert, President Harper, Rev. E. M. Stephenson, and Professor Charles R. Brown, of Newton Centre, Mass., spoke. All present saw, in the remarks of the speakers, except Professor Brown, of course, a determination to bring the Divinity School into closer relations with the churches and the Christian public; to make it an inspiration to practical workers in the field. As an evidence of the expansion of the Divinity School, it was pointed out that a new building, to be placed on the southwest corner of the Quadrangle (Fifty-ninth and Ellis avenue) is being planned, and will be named the Northrup Memorial building. It is to be erected largely by popular subscription, thus enlisting the interest of a large number of the constituency of the Divinity School.

Monday morning, June 16, the Divinity School and the alumni welcomed the ministers' conferences of Chicago to a discussion in Congregation Hall on "The Need of a New Apologetic." Four excellent addresses furnished food for the most practical and the most abstruse thinkers. Professor Mackenzie, of Chicago Theological Seminary, spoke on "Apologetics from the Point of View of Philosophy;" Professor Coulter, on "Apologetics from the Point of View of Science;" Professor M. S. Terry, of Evanston, on "Apologetics from the Point of View of Biblical Criticism;" and Rev. W. P. Merrill, Sixth Presbyterian Church, Chicago, on the same subject, "From the Point of View of Practical Theology." Luncheon was served the ministers from the visiting conferences by the Divinity Faculty at the Quadrangle Club.

The Alumni Conference proper occurred Monday, at 2:00 P. M., with Rev. H. B. Waterman in the chair. "Hopeful Tendencies in Current Theology" was the theme for discussion, with

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two papers, the first by Rev. C. D. Gray, of Port Huron, Mich., on "Its Social Sympathy," and the second by Rev. J. H. Randall, of Grand Rapids, Mich., on "Its Insistence on Faith." The interest stirred up by these papers had no room to express itself otherwise than by applause. The graduating class, attenuated to five members, was addressed by Rev. R. M. Vaughan, D.B., '98. Dean Hulbert likewise gave some wholesome parting advice, after a member of the class had said his "thank you."

A called meeting of the Divinity Alumni welcomed into its body the new graduates of the Divinity School, according to them all its rights and prerogatives.

IRA M. PRICE,
Secretary Divinity Alumni.

NOTES AND COMMUNICATIONS.

Reuben G. Stowell, '97, is assistant engineer of the C., M. & St. Paul Railroad.

William S. Harman, '00, is a member of the Harman & Black Coal Company of Chicago.

Otis W. Caldwell, Ph.D., '98, recently edited a text-book entitled *Laboratory Manual of Botany.*

John F. Boeye, '02, is pastor of the St. Paul's M. E. Church in Fort Worth, Tex., one of the largest Methodist churches in the South.

Charles Klauber, '99, is engaged on the new atlas which Rand, McNally & Co. expect to issue in the near future.

John W. Perrin, Ph.D., '95, is secretary of the Department of Higher Education in the National Educational Association.

Mary P. Squier, '01, is advertising manager of the *Federation Bulletin*, the official organ of the Chicago Teachers' Federation.

Charles V. Drew, '99, has entered the School of Mines at Houghton, Mich., where he expects to finish his course in mining engineering.

Percy B. Eckhart, '99, has completed his law course at the Harvard Law School and has entered upon the practice of law in Chicago.

M. Gordon Clarke, '99, is practicing law in Okmulgee, I. T.

Spencer C. Dickerson, '97, is resident physician at the Freedmen's Hospital, Washington, D. C.

Roswell H. Johnson, '00, is assistant in vertebrate anatomy in the University of Wisconsin.

Grace Reed, '84, principal of the Drake School, Chicago, has been elected a school pension trustee.

Hiram Gillespie, '98, has been appointed instructor in Greek and Latin in Doane College, Crete, Neb.

Dr. Lucy Waite, '80, is head surgeon to the Mary Thompson Hospital for Women and Children in Chicago.

George L. Marsh, '99, has been promoted to an Associateship in English, in the Extension Division of the University.

William S. Broughton, '00, clerk in the Treasury Department, Washington, D. C., is taking a law course in Columbian University.

James W. Garner, '00, has been appointed instructor in the department of political science at Columbia University, New York.

A. L. Underhill, '00, has resigned his position in the Cedar Rapids, Ia., high school, in order to continue his course at the University.

Clarence B. Herschberger, '98, has been appointed athletic director and instructor in physics and mathematics at Lake Forest University.

Edgar E. De Cou, '97, was acting president of Bethel College, Ky., during the spring term. He has returned to the University for the summer.

Harry F. Atwood, '98, assistant state's attorney, was a candidate for Congress before the Third Congressional District Republican convention.

Maudie L. Stone, '97, who has been a student in Johns Hopkins University for the past year, has entered the University of Chicago for the summer.

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Rev. Bowen R. Patrick, '97, was commissioned a chaplain in the United States navy, by President Roosevelt in March. He serves on the ship Lancaster.

Isabelle Bronk, Ph.D., '00, has been promoted from an assistant professorship to a full professorship in the French department of Swarthmore College, Swarthmore, Pa.

Marshall E. Sampsell, '93, formerly private secretary to Judge Grosscup, was recently appointed to succeed Shelburne W. Burnham as clerk of the United States circuit court.

Marilla W. Freeman, '97, has resigned the position of librarian at Michigan City, to become librarian of the Davenport, Ia., public library, which is being built with a gift of $75,000 from Mr. Carnegie.

James F. Hosic, '01, fellow in the Department of English, was recently appointed instructor of English in the Cook County Normal School. Mr. Hosic and Arthur E. Bestor, '01, will spend the summer in England.

Henry P. Willis, '94, formerly editorial writer on the New York *Evening Post*, has resigned, and has accepted the position of Washington correspondent for the New York *Journal of Commerce* and the Springfield *Republican*.

The election of alumni representatives to the University congregation resulted as follows:

Bachelors of Arts, Literature, and Science:

Ferd W. Peck, '68; Frederick A. Smith, '66; Harry J. Furber, '86; Eli B. Felsenthal, '78; Frank H. Clark, '82; Albert W. Fuller, '81; Lincoln McCoy, '86; James Langland, '77; George E. Newcomb, '86; Elbridge R. Anderson, '85.

Bachelors of Divinity:

Richard M. Vaughn, '98; John R. Slater, '98; James L. Cheney, '81; Charles H. Hobart, '80; Edwin B. Kinney, '97.

Masters of Arts, Literature, and Science:

Harry L. Stern, '96; Maud L. Radford, '96; William F. Harding, '95; Florence M. Walker, '95; Cecil V. Bachellé, '98.

The Secretary has received the announcements of the following marriages of alumni and alumnæ during the last six months:

Mary Chase Swett, '98, to Dr. J. D. Sperling, Chicago.
C. Walter Britton, '01, to Helena E. Hunt, Elgin, Ill.
Pearl L. Hunter, '99, to Rev. William J. Weber, Medicine Lodge, Kan.
Rev. E. A. E. Palmquist, '99, to Estelle Coon, Chicago.
William R. Schoemaker, '99, to Helen M. Taylor, '01, Chicago.
Greta I. Blanchard, '00. to Professor H. F. Millikan, The University.
Laura S. Dickey, '99, to Eugene B. Howell, New York.
John M. Gillette, Ph.D., '01, to Margaret C. Morgan, Chadron, Neb.
Neletta E. Pettet, '98, to H. D. Howard, Lusk, Wyo.
Jane F. Noble, '95, to Henry C. Garrott, Chicago.
James B. Overton, Ph.D., '01, to Mary E. Cochran, Jacksonville, Ill.
S. Rowland Robinson, '98, to Evangeline T. Marshall, Grinnell, Ia.
G. E. T. Stevenson, '99, to Grace Garvin, Schenectady, N. Y.
Harry A. Stoughton, '01, to Caroline Van Dyke, Geneseo, Ill.
Robert N. Tooker, '97, to Gertrude Fulton, Chicago.
James W. Fertig, '98, to Annie M. Mead, '02, Chicago.

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THE
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OF
THE UNIVERSITY OF CHICAGO
FOUNDED BY JOHN D. ROCKEFELLER

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APPLICATION MADE FOR ENTRY AT THE POST-OFFICE AT CHICAGO AS SECOND-CLASS MATTER, UNDER THE ACT OF JULY 16, 1894

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VOLUME VII NUMBER 3

UNIVERSITY RECORD

JULY, 1902

MEDICINE AND THE UNIVERSITIES.[1]

By LEWELLYS F. BARKER, M.B.
The University of Chicago.

I wish to spend the time you have courteously allotted to me tonight in making a plea for the better organization and endowment of the medical departments of universities. If you will permit me to refer in a few words to the character of the medical schools of the past, and to outline to you some of the features of the medical schools of the present, I shall be the better able to make clear to you my opinion regarding some of the needs of the medical school of the future.

THE PASSING OF THE PROPRIETARY MEDICAL SCHOOL.

The majority of the medical schools in America have developed as proprietary medical schools. Usually a group of medical men, centering in one strong personality, formed a combination with two objects in view: the education of young men in the medical art, and the self-improvement and the advancement of their own standing in the profession and with the public. The course of instruction, brief at first, was gradually extended to two years and then to three. In most schools it is now four years. The graded course was a relatively late feature. For many years only one course of lectures was given in the school. This course was repeated each year, so that if a student who attended all the lectures in his first year, came back for a second or a third year, he listened to the same lectures over again. The introduction of the graded course by the Chicago Medical College (now the Medical Department of Northwestern University) was therefore a distinct step forward. The division of labor among the instructors became more marked, and the corps of instructors was correspondingly increased. The necessity, on the part of the student, for a grounding in subjects like anatomy and physiology previous to clinical work became apparent. Chemistry, histology, materia medica, and pathology were subsequently added to the preliminary training, though the latter subject was taught for a long time chiefly in connection with the clinical work.

There were no requirements of preliminary education for the students, or, if any, merely nominal ones. Many of the proprietary schools, whose whole income was derived from the fees of students, were able to pay all their expenses, and to have besides a handsome surplus at the end of each year for division among the members of the staff. And aside from the profits of the school itself, official connection with the staff of a medical school came to be of distinct financial value to the practicing physician or surgeon. The public, naturally, employed practitioners who were teaching in the medical schools. Also, young graduates of the medical school who got into difficulties in their own practice, usually called into consultation their former professors. So valuable, indeed, became this connection that some of the incorporated medical schools took advantage of the opportunity in an interesting way: the members of the corporation would agree to admit a practitioner to the teaching staff on payment of a

[1] An address delivered at the meeting of the Western Alumni of the Johns Hopkins University, held at Chicago, Feb. 28, 1902.

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certain sum of money. The cost of a professorship varied, of course, with the situation of the school, and its standing in the community. I am informed that professorships may still be purchased in some of our medical schools, and that they are valued at as much as several thousand dollars per chair. The demand for chairs in such schools has been so great at times, that a corporation could choose the better men among the applicants.

As long as the teaching in the medical schools was purely demonstrative, the cost of medical education was at a minimum. Anatomy was the first subject to be taught other than in a demonstrative way. For, as anatomical material became more plentiful, students dissected for themselves. The material was not, however, expensive, and the laboratories were of so crude a nature that very little money was expended on the workshop. The clinical teaching, done in hospitals and outpatient clinics — usually public institutions — cost the corporation nothing. Students, perhaps, were required to pay a hospital fee. The hospitals did not belong to the medical schools, and it was accordingly necessary to include in the medical faculty those physicians and surgeons who had been fortunate or clever enough to secure appointments in the hospitals and dispensaries. Where these clinical institutions were in the hands of politicians, the best practitioners were not always on the staff.

When the microscope became an important factor in medical education in Europe, American students who had gone abroad for postgraduate instruction came back full of enthusiasm for microscopic work, and began instruction in the use of the instrument in histology and pathology. It was very soon recognized that the medical school must offer extensive courses in normal and pathological histology. This addition necessitated more than simple demonstration of microscopic preparations, although the instruction began in this way. It was soon found that the students must themselves do work with the microscope, and this, since laboratories in which microscopic work could be given, and the microscopes and their accessories, were expensive, involved a large increase in the budget. In addition, students doing such work require a great deal of personal attention, much more than the short time given by instructors under the lecture system. And as very few practitioners had had the opportunity of perfecting themselves in microscopic technique the services of the men qualified to teach it were at a premium. Indeed, the demand became so great that certain men undertook especially to fit themselves for such work. The schools which offered the best facilities in laboratory work attracted the most students, and so competition to excel in this direction arose among the proprietary schools. Pathological anatomy and histology now became important subjects, and at about the same time experimental physiology developed, so that it, with the other two, had to be given prominent places in the curriculum. With the advent of Pasteur's discoveries and Koch's researches bacteriology sprang suddenly into favor; and laboratories fitted out with thermostats, culture tubes, and oil-immersion lenses were everywhere demanded.

But this necessary laboratory instruction in physiology, histology, pathology, and bacteriology made such demands upon the students that those without previous experience in chemistry, physics, and biology were seriously handicapped. And since the standard of admission to medical schools was very low, the students rarely entered with such training; so that the medical schools themselves were compelled to try to teach at least some of these subjects in the first year of medicine.

The proprietary medical schools thus found themselves in a dilemma; for the enormous cost which accompanied these changes in the curriculum, not only reduced the surplus, but wiped it out altogether, and, by those who introduced them, rapidly increasing deficits had to be faced. The fees of students in these schools were found utterly inadequate to supply the money which

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the rapid change in teaching made desirable. Some relief had to be sought. Endowment for proprietary medical schools could scarcely be hoped for. The only relief, apparently, lay in a combination of the medical school, or at least a part of it, with the scientific departments of a university which received government aid or had private endowment. And so, between the proprietary schools and such universities, various arrangements were entered into. Sometimes a medical faculty was established in the university; sometimes an affiliation was agreed upon. In some schools, the chemistry, physics, and biology were taught in the university, all the other subjects remaining in the medical school.

Today, however, it is regarded as imperative by medical educators capable of forming sound judgments that anatomy, physiology, pathology and bacteriology, physiological chemistry and pharmacology be taught on a university basis; for each of these subjects requires the service of men who have made it their lifework. The kind of instruction which has to be given makes large demands upon the teacher's time; indeed, a conscientious teacher of one of these fundamental sciences in a department of a university sometimes finds it difficult to get a sufficient amount of time to undertake research. Thus it has gradually come to pass that, in the better medical schools, those who teach the subjects mentioned no longer engage in the practice of medicine, but devote all of their time and strength to the teaching and investigation of the sciences which they represent.

THE PSEUDO-UNIVERSITY SCHOOL.

The consent of a certain number of the universities to undertake the instruction of medical students in some of, or, in some places, all of the sciences fundamental to medicine having been gained, there speedily ensued such an enormous improvement in medical instruction in these institutions that the desirability of the move became quickly and widely recognized, and this not only by the medical profession, but by prospective students and by the public at large. The success of the schools combined or affiliated with the larger and better managed universities has been so pronounced that most proprietary schools having no such connection have tried everywhere to enter into some such arrangement. In certain instances it cannot be denied that medical schools have sought rather the prestige of the connection than any material improvement in the courses of instruction. They are no more to blame perhaps than are the universities that have been willing to receive them as their medical departments. It is unfortunate that we have a number of institutions in this country, designated as "universities," which are almost entirely devoid of university conceptions and ideals—indeed, are unworthy even of companionship with the better class of colleges and seminaries. In spite of the fact that medical educators are unanimous in the opinion that adequate medical instruction cannot possibly be given when the fees of students alone are available as a budget, some of the poorer universities, and occasionally some of higher rank, have been willing to undertake the responsibility of medical faculties, provided they did not cost them anything financially, or only a relatively small sum. In these schools even the anatomists, physiologists, and pathologists are men who have not had extended special training, who give instruction chiefly by lectures and quizzes, who make no contributions of importance to the sciences they unworthily represent, and who, engaging in private practice, devote only a part of their time and interest to the medical school. Such medical schools I should designate "Pseudo-university schools."

The proprietary school, however, did excellent work in its day. Magnificent examples of self-sacrifice are to be met with in the records of the faculties of such schools. Especially when the demands of advancing science increased the cost of medical education, do we find in them notable instances of generosity and unselfishness. When

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deficits began to appear, members of the faculty, instead of drawing salaries, recognizing what the school had done for them in increasing their practice and reputations, and having the welfare of medical education at heart, mulcted their own pockets to make the sheets balance. But now the period of usefulness of the proprietary school of medicine has gone. The conditions are such that its continuance is a menace rather than a help to the community. Though a very large number of such schools are in existence, and students still flock to them in crowds, their death-knell has been sounded; their power and influence are on the wane, for the weight of enlightened, professional, and public opinion is bearing heavily upon them. The pseudo-university schools are worse than the proprietary schools, for they are proprietary schools in disguise.

THE SEMI-UNIVERSITY SCHOOL.

There is a third class of medical schools in existence at the present time; it includes the six or eight best medical schools in the United States. This class I shall designate as that of the semi-university school. By this I mean schools in which the subjects of the first two years are taught in the university, by university professors who do not engage in the private practice of medicine, but who give their whole time and energies to the teaching and investigation of the sciences which they represent. The laboratories of anatomy, physiology, pathology, etc., are installed in the same way as are the laboratories of physics, chemistry, zoölogy, and botany. The professor and his assistants, running careers in these departments, are paid on the same scale as, or, on account of the difference in ratio of supply and demand, a little more liberally than, are the professors and assistants in the other science laboratories of the university.

Generous sums have been provided in the better universities for laboratory furnishings and apparatus, models, books, and other kinds of equipment. The fees of students are not even adequate to defray the annual running expenses, entirely aside from the cost of initial installation, in the departments of the first two years.

The results of making anatomy, physiology, and pathology true university departments have been most satisfactory. Students are now able to obtain a thorough scientific training in these branches fundamental to clinical work. Formerly clinicians complained that the medical students came to them utterly unprepared as regards the structure and functions of the normal body and almost totally ignorant of the changes which take place in disease. Now, students accustomed to the well-regulated, thoroughly organized, rigorous work of the laboratories on approaching the clinical work sometimes complain of a lack of system in the teaching, of unsuitable arrangement of studies, of imperfect adjustment between departments, of insufficient attention to sequence of subjects, of unwarrantable waste of time. In some institutions the students may even admit that an occasional clinical professor does not appear to be as familiar as he should be with the trend of modern work in anatomy, physiology, physiological chemistry, and pathology.

Especially gratifying as a result of the change made by the semi-university school have been the consequences for productive scholarship. Instead of the sterility which characterizes the departments of anatomy, physiology, and pathology when they are manned by private practitioners, in the semi-university schools they have become beehives of industry, centers of original investigation. The last decennium has seen the birth of an American *Journal of Experimental Medicine*, an *American Journal of Physiology*, an *American Journal of Medical Research*, and an *American Journal of Anatomy* — five scientific journals in which the contributions are rigidly limited to the publication of the results of original research!

The departments of the last two years, whether nominally included in the university or not, are unfortunately situated entirely differently in these semi-university schools. All of the men

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who teach in these departments, or at least the majority of them, are men who are engaged in the private practice of medicine, surgery, obstetrics, or some one of the specialties. The schools provide lecture-rooms, sometimes an outdoor clinic, and in the better ones, clinical laboratories. In some of the schools a few of the younger men, especially in connection with the clinical laboratories, or as assistants to the professors, are paid to give their whole time to the institution, and do not engage in practice. The professors themselves, however, are either not paid at all, or are paid small sums, almost always less than the remuneration which pertains to a university chair, and almost always too little to provide the professor with a living income. These professors are often successful private practitioners, however, and make incomes varying from five to twenty-five thousand dollars per year, or even more. Again, the universities seldom own hospitals. Or, if they have hospitals, they are, as a rule, small and totally inadequate to provide the clinical facilities necessary for the number of students taught. The professors in medicine, surgery, and obstetrics usually have sufficient personal influence, or the school itself is influential enough to permit them to utilize for teaching purposes the wards of various charity hospitals. The hospitals thus utilized have nearly all been built for a specific purpose, namely, to provide beds and treatment for charity patients in the cheapest possible way. The majority of them are political institutions, with all the faults of administration thereto pertaining. Even where the hospitals are privately endowed, as long as the management is not in the hands of the university itself, innumerable and often previously inconceivable difficulties are put in the way of clinical teachers. Continuity of service, for instance, is rarely possible, and such a thing as a graded staff, directly responsible to each professor — an arrangement absolutely indispensable for satisfactory clinical work — is almost unknown.

It is obvious that, if those who teach the clinical subjects have to make their living from private practice, they will be compelled to direct their activities so as not to interfere with that practice. When one considers the amount of time and energy which the patients of a successful city practitioner use up, when one remembers the large bibliography in English, French, and German, relating to the clinical branches, which must be waded through weekly and monthly to keep pace with one's subject, and when one thinks of the discouraging conditions in the hospitals in which these clinicians are compelled to visit, he is forced to marvel at the excellent work which is daily being accomplished, at the closeness in touch with the progress of their subject maintained by the more strenuous of these men, and at the fact that some of them, in spite of all these unfavorable circumstances, actually make contributions to the advance of science by their original work. It says much for the energy and character of the men who are attracted by clinical medicine, surgery, and obstetrics in this country. If so much can be accomplished under such adverse circumstances, what might not be done by such men if the subjects of the last two years were placed upon a real university basis? I should like to see what the result would be if men with these capacities were bred to university careers, were placed in charge of hospitals especially constructed and endowed for university purposes, and were sufficiently paid to permit them to give up private practice entirely and to devote their whole time and strength to teaching and investigating in such hospitals.

A REAL UNIVERSITY SCHOOL.

If one attempts to portray the characters of a school of medicine developed throughout according to true university ideals, he will find it necessary to depict conditions which, as yet, exist nowhere in completeness. In an ideal modern university an essential feature is the combination of the *academia* with the *schola*. The university must

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be a center of original research, as well as a place of instruction. An institution which attempts no more than the imparting of knowledge already acquired to its students, is not worthy of the name of university. It is merely a college or seminary. A true university is made up of a group of scholars who are not only familiar with the results of previous investigations, but who, endowed with unusual capacities and skilled in the methodology of their respective sciences, invade new territories, searching diligently for new facts. Methods already devised are used when they are sufficient; new methods are invented where old ones fail. Each scholar works for the sake of truth in his own department. He does not permit himself to consider too attentively the applicability of the truths he discovers to conditions belonging to other departments of knowledge. He may not be too regardful of the compatibility of a new fact with the preconceived ideas held by himself or by others. He will do well not to spend too much time thinking of the effect of a new fact upon the desires or the fears of the people. He must have a profound belief in the ultimate value of truth, no matter how unpalatable it may be, or how useless it may seem to those who live at the time it is found out.

Each leader in a department of a true university is both a teacher and an investigator. The really great teachers have always been investigators. The really great investigators have always been teachers, though not always, perhaps, of large groups of students, nor always, it must be admitted, in their own generation. It is highly desirable that the two faculties of teaching and discovering be combined in every university professor. There may be a place for the non-investigating teacher in a college or seminary, but he is certainly out of his sphere as the leader of a department in a university. The great investigator, on the other hand, who cannot teach students directly may profitably be housed and cared for in a university, for the sake of the contributions which he will make to knowledge, and the prestige his work will bring to the institution; but the department in which he works should also be represented by other men who can both investigate and teach. I am convinced that the influence, for any considerable length of time, of a non-investigating teacher cannot fail to be actually harmful to a student. The student may possibly acquire large stores of information, but he will not make progress in independent work, or in independent thought; indeed, his powers in this direction will be inhibited if not in time wholly obliterated. No less pernicious to the student would be the effect of an investigator whose personality is repellant and non-sympathetic, and who has little or no capacity to interest students in his subject, to inspire their enthusiasm for work, or to train them in accurate observation, sound reasoning, and vivid imagination.

If these views of what a university professor should be, hold good for the faculties of Arts, Literature, and Science — and it will, I believe, be generally conceded that they do — why should they not also obtain for the professional faculties of Law and Medicine? Surely there is need in these faculties for professors of the same high type.

It is generally taken for granted that in the philosophical faculty of a university, a professor shall give the whole of his time and all of his strength (aside from necessary recreation) to work for the university. The professor of economics does not give a part of his time to the university and the other part to the financing of city banks. The professor of mathematics would scarcely be permitted to give his forenoons to calculus, quaternions, or the teaching of "groups" in the classroom and his afternoons to the work of auditing the accounts of a transcontinental railway, or to the calculation of stresses and strains for a bridge manufacturer; nor would the university retain as its professor of chemistry one who divided his time between the university laboratory on the one hand and a factory for the preparation of aniline dyes, or a huge establishment for the manufacture of

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drugs in a commercial way on the other. Imagine the condition which would exist if the university said to its professor of economics "We shall be glad to have you as our professor of this subject provided you are willing to do the teaching we ask of you without direct remuneration. Your position in the university will make you so well and favorably known that you will be able to secure financial responsibilities in the city which will give you a far larger income than we could afford to pay you." Or, if the president and trustees made a proposition to the professor of chemistry that he be paid $1,500 per year to take charge of the teaching and investigation in the chemical laboratories, it being pointed out to him that the prestige of a university professorship would enable him to secure lucrative positions as commercial chemist to four or five manufacturing concerns in the city in which he lives, or as analyst to baking powder companies and manufacturers of pure food preparations, some of the trustees taking the stand that the intimate contact thus gained with chemistry as practically applied in the business world is not only desirable for the professor but absolutely essential in order that his influence upon his students may not be too academic! Which, think you, the university interests or the other interests, would get the lion's share of the time and energy of these professors, especially if they happened to have families with tastes as expensive as those of the average American family of the better class? What think you would be the rate of progress in original work in the sciences of political economy and chemistry in a university so constituted? And yet there is not a medical faculty, in a university anywhere in America, where this plan is not followed, at least for some of the chairs. In the proprietary and pseudo-university schools this arrangement holds for most of the professorships in the subjects of all four years; in the semi-university schools it obtains for most of the subjects of the last two years. The law faculties have fared somewhat better, perhaps, but I am told that the condition exists also in the majority of these. Until this is wholly changed, we can scarcely hope for the disappearance of that opprobrium which, it cannot be denied, attaches to the so-called professional faculties of our universities. Until a new régime is entered upon we must, for these faculties, fain be content with work less in quantity and poorer in quality than is consistent with the ideals and dignity of a true university.

It is the prevalent opinion that the reason the philosophical faculties of universities have been regarded as of higher standing than the professional faculties and the faculties of technical schools, is to be found entirely in that aristocratic prejudice which favors traditional "learning" and holds itself aloof from science, and especially from science as applied in professional and industrial life. I have as little sympathy as anyone with those narrow-minded academicians who believe that the only learning and the only culture worthy of the name are to be gained by a study of the ancient languages and literatures. Indeed, I unhesitatingly join hands with those who maintain that any academic training which does not include the inculcation of the "fair, faithful, and fearless spirit" of modern scientific inquiry, fails of the best purpose of education. What is more, I am convinced that a reasonable admixture of natural science studies, even if chosen from the domains of applied science, with the courses in languages, literature, history, and philosophy, will yield cultivating results of a far higher order than can be obtained where programmes from which natural science is excluded, are followed. For only through the study of the natural sciences can we escape that dominant though unwitting egoism which makes man the center of the universe. Our whole education tends too much to distort the human relation. "Man so readily deifies himself, and so gladly permits others to deify him; he occupies himself preferably with himself, with his own intellect and its products; he calls his own intellect divine, takes pleasure in worshiping his own image, and imagines that at

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the same time he is exhibiting a proper degree of humility." It is with great difficulty that human beings resign themselves to the scientific view of man and the universe. It is not easy, at first, as Billroth says, to admit that even the greatest human being is a mere atom compared with the totality of natural phenomena, or to hear the whole human race described as but one group of animals, active but for a relatively short time upon the earth's surface, and, in comparison with the whole universe, vanishing almost into nothing. "Man may willingly humble himself before his God, but he always values himself much higher than the whole of nature." There is a side of culture which only the study of the natural sciences can give. A sanity and a balance are derivable from them which can scarcely fail to be lacking when the so-called "humanities" only are studied.

Though it may be true that prejudice born of the old monastic influence still shackles the universities, and that there has been in the past a "discrimination among learnings," I cannot believe that it is lack of democracy *alone*, or predilection for tradition *alone*, which accounts for the slowness with which, in the first place, so-called pure science, and later the scientific professions gained recognition among the people and in the universities, or for the opprobrium that undoubtedly does attach still in many minds to the terms professional school or technical school, when compared with the school of philosophy. The cause lay much deeper. It was necessary for the professional schools and the technical schools to win their spurs. As long as natural science remained merely the desultory interest of the dilettante, as long as medicine continued to be chiefly an empirical art, and technology the passing on of rule of thumb, these subjects were not coequal with their elder sister. No people began its culture with the exact study of the natural sciences; these could come to development only after the prolonged influence of language, art, religion, law, and politics. As soon as physics, chemistry, and biology began to make the tremendous strides forward which characterized the last century, they were taken out of the medical schools and incorporated in the philosophical faculties of the universities with the happy results familiar to all.

Recently, applied science has won its place. The enormous expansion of commerce and industry has compelled the establishment of great technical schools. The old method of apprenticeship no longer suffices for the training of men. It has become necessary to save time and energy, and to make the instruction more extensive and more thorough, by education in institutions dedicated to applied science. The inventive mechanic, the engineer, and the electrician have revolutionized the world within our own memories; if we live out our threescore and ten, we may, perhaps, be permitted to witness even greater transformations. In the schools of engineering, not only are the known applications of science taught, but brilliant minds are constantly at work devising ever new and still more wonderful applications. America especially has reason to be proud of the advances she has made in technological education. A foreigner commenting upon our educational system has made the statement that, "the engineering profession is today, upon the whole, the best educated in America." The degree of Doctor of Engineering, from a good university, or institute of technology, commands full respect. I shrink from comparing it with the degree of Doctor of Medicine given by many of our universities or medical schools. The governments of Germany and Austria have made "the doctorates of engineering and of the applied sciences, and the institutions permitted to confer them, coequal with the doctorates of philosophy and their conferring universities." The head of the great German Polytechnicum has been made a Rector Magnificus, proof enough that the democracy of learning is gaining ground.[2]

[2] *Cf.* R. H. THURSTON, "The College-Man as Leader in the World's Work," *Pop. Sci. Mo.*, New York, Vol. IX, 1902, pp. 346–359.

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The way to get the highest recognition is to deserve it; the way to get rid of the opprobrium attaching to the professional schools, is to remove the cause of it. In medicine this cause is fast disappearing. Anatomy, physiology, and pathology have followed physics, chemistry, and biology into the university. Large and well equipped laboratories and libraries are devoted to these subjects. Large amounts of money have been given, so that the professors and their assistants, though as yet inadequately remunerated, are sufficiently paid to permit men who will despise certain of the delights of life and live laborious days to follow these subjects as careers. Students are taught, and important discoveries are being made in these branches. The physiologist is as fully recognized as the philologist. The men and their subjects are on an equality, not because they have been made so by edict of sovereign or ruling of university presidents, or vote of trustees, but because they really *are* so. In the best semi-university schools the departments of the first two years are now on a true university basis; not so the departments concerned with the teaching of the last two years of the course. There is no reason why internal medicine, surgery, obstetrics, and certain other branches, should not be similarly elevated; on the contrary, for the sake of people who need help in time of illness, for the sake of the medical profession, on account of our universities, and for the prestige of the science of the nation, there is every reason for that elevation. And this would speedily be brought about if universities and their benefactors fully understood the situation.

HOW CAN A SEMI-UNIVERSITY SCHOOL BE TRANSFORMED INTO A REAL UNIVERSITY SCHOOL?

By putting *all the departments*, at any rate all the principal departments, on a true university basis. To do this, several things would be necessary. In the first place, a very large sum of money would be required, for the university would have to build and equip hospitals of its own, arranged on an entirely different plan from that adopted in ordinary charity hospitals. The hospital for internal medicine would be built with the definite idea in view of teaching students and of making original researches into the nature, causes, and treatment of disease, in addition to caring for a certain number of patients. In other words, in addition to the facilities offered by any good hospital, the university hospital for medicine would have to house a *university-department* of medicine with its teaching and research laboratories. A second hospital would do the same for surgery; a third for obstetrics. Two million dollars for each of these hospitals would not be an excessive sum to make the initial installment and to endow the university department. In order to secure such a large amount of money, it is obvious that university presidents and boards of trustees must be fully convinced of its necessity, for only when this is the case will wealthy men be willing to contribute such immense amounts to the universities for this specific purpose.

If such hospitals could be obtained, and such professorships endowed, the men — professors as well as assistants — engaged to work in them should be chosen with the same care as to talents, attainments, and personality as is exercised in the choice of any other professor in the university. The men chosen should, like other university professors, give their whole time and energy to the work of the university, to teaching in the hospitals and to investigating in the hospitals. They should be men who have already made important contributions to knowledge and who are likely to continue doing so for the next twenty years. They should be well paid by the university. They should not engage in private practice, even if the university has to pay them double the ordinary salary now paid to a university professor to retain them wholly in the university work. If any patients at all, outside of the hospitals, were seen in consultation, and there is some force in the argument that the well-to-do public should, at least in some rare and difficult cases, be permitted to profit by the opinion and

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advice of the university professor, the fees received from them might be contributed to the budgets of the hospitals themselves, in order to remove all temptation from the staff.

The objection is sometimes raised that university professors who gave their whole time to teaching and investigating in hospitals would not come into contact in hospitals and dispensaries with the kinds of patients and the types of diseases which are met with by the practitioner in private practice, and that accordingly the student would not be taught how to deal with private patients nor how to recognize and treat the cases which he has actually to deal with later himself. This argument appears plausible until it is more closely examined. The character of hospital patients is gradually changing and the clinician who confines himself to work in hospital wards and dispensaries does actually in these latter days see many more of those people and of those varieties of complaints previously seldom seen outside of family practice. On the other hand, in a medical college in which the clinical professors engage in private practice, the students are not taken by their teachers into the homes of the patients, the private patients are not shown and the "private-practice" diseases are not demonstrated or studied in any practical way. The influence of his "private practice" may be visible, perhaps, in some special *savoir faire* manifested by the instructor in dealing with patients; too often it reveals itself in the more superficial examination of the patient, the more hurried consideration of the case, the less rigorously established diagnosis and the writing of a prescription *ut aliquid fiat*, which the exigencies of private practice are said sometimes to entail. Even if it were granted—and I, for one, am ready to grant it—that something difficultly definable but of real value to the learner emanated from the teacher who spends a large portion of his time in private practice outside of hospitals, which is lacking in the professor who gives his whole time and energies to the patients in the university hospitals and work in the laboratories of the wards, would it be comparable with the increase in scientific spirit which the student might reasonably be expected to gain from contact with a professor who, besides having the capacity for the best kind of work, has the time, energies, and opportunities to penetrate into the innermost secrets of disease in a manner precluded by the demands of private practice? If we had to give up one influence or the other, would there be any doubt as to which we could the more safely disregard?[1] But we need not be deprived of either influence, for in large cities both should be available and the students should be permitted to profit by both. It is not necessary or desirable (aside from being impossible) that a student, during the two or three years spent in clinical work in the medical school, should see all kinds of diseases, or even hear of all the symptoms or of all the methods of treatment which have been advised. It is important that he should be taught systematic methods of accurate observation and investigation, that he should learn how to get at and how to utilize the experiences of his predecessors in interpreting his findings, how to make judicious prophecies for the future from a consideration of the past, and how to plan out a rational mode of treatment. He needs thorough, conscientious drill in the fundamental methods of examination, preferably on not too large a number of patients, for a long time before he views the kaleidoscopic transformations of the "20-patients-per-hour" clinic, and is treated to imposing

[1] A well-known professor of internal medicine, on being asked if it would not be to the advantage of his science if he gave up his private practice, and devoted himself wholly to hospital and laboratory work, replied: "I cannot afford to do without my private practice, for I learn more from it than from my hospital work." He doubtless told the truth, but the statement is a sad reflection upon the kind of hospital work that he did. A man once thoroughly employed in enthusiastic clinical investigation in well-equipped hospital wards and in laboratory experiment relating to the work of these wards, imbued with that conception of experimental medicine which so deeply tinctured the minds of men like Claude Bernard and Louis Pasteur, and animated by the spirit which quickens the researches of a Paul Ehrlich, or an Elie Metschnikoff will not have time for a large private practice; he will not be able to afford so much time from his wards and his laboratories!

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demonstrations in "snap-shot" medical diagnosis or spectacular amphitheater surgery. "*Routine lernt man allzuschnell.*"

I would not be misunderstood in this matter. No one values perhaps more highly than I the rich and varied experience of the really great practitioner of private practice, nor is anyone more cognizant of the fact that many busy practitioners are enthusiastic, careful, thorough, methodical teachers. There is a proper place for this type of man, as well as for the university professor, in a real university school. The finding of that place is all important for the future welfare of medicine. My own opinion is that it would be a step toward evolution to a higher stage if the work of the present third year were taught by professors and instructors who give their whole time to university hospitals and those associated clinical professors and instructors who also engage in private practice taught in the last year of the medical student's course. The student at the beginning of his clinical work should be thoroughly drilled in all the methods of examination and should study a few cases laboriously, applying with strict rigor the methods he has learned; later he might more safely be permitted rapidly to widen his clinical experience by being introduced to a greater number and a greater variety of patients. Particularly in the clinical specialties must the private practitioner be retained—at any rate for a long time yet—as a teacher, for but few universities will have the endowment necessary to maintain full university chairs in clinical departments other than those of medicine, surgery, obstetrics, and perhaps psychiatry. Nor would I advocate any decrease in the number of hospitals in which private practitioners constitute the visiting staff. A hospital connection is extremely desirable for every practitioner in order that he may keep pace with progress and his private patients reap the benefits. Such opportunities should be augmented rather than diminished. But my especial plea at this time is for the addition of a small number of very costly hospitals of an entirely different kind and manned by a total.y different group of men.

The great discoveries which have been made in practical medicine recently have resulted largely from the introduction of the experimental method. There is no doubt in my mind that it is to experimental medicine that we must look for the advances of the future. Had it not been for Pasteur's brilliant discoveries and the ingenious methods devised by Koch, we should not so soon have had the evolution of Lister's work into the aseptic surgery of today, nor would a disease like diphtheria, formerly so fatal, have been robbed of its terrors, through the introduction of an antitoxine. But experimentation must not be confined to those physiologists and pathologists who are not clinicians. Students entering upon the third and fourth years and finding how little the clinical professors employ the methods and principles of physiology and pathology in their daily work are but too prone to conclude that physiology and pathology are "theoretical" subjects, to be dismissed when they enter upon the "practical" work of life. What we need above all at this time are physicians and surgeons trained in physiology and pathology, who will spend a part of their time in careful observation in the wards and over the operating table; who will there collect facts which will give them ideas to be submitted to experimental test, and who, during the rest of their time, will go down into the laboratories adjacent to the wards and actually make these experiments. The men who do this must give their whole time to the university.

Will the money necessary for the introduction of research hospitals and university clinical departments be available? I believe firmly that it will, and that, too, in the very near future. How many a fond and wealthy parent, fifty years ago, would have endowed one or more great hospitals could he have saved the life of his child, dying of virulent diphtheria! The organization of an Institute for Medical Research in New York, and of a

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Memorial Institute for the Investigation of Infectious Diseases in Chicago, are signs of the times. The same is true of the Institute for Experimental Therapy in Frankfort, and a number of others which I could name. The place for such institutes is in the medical faculties of the universities. Wealthy philanthropists are recognizing the value of the methods of research. There is no lack of money which could be made available for the founding of university hospitals for research and for the maintenance of true university departments of medicine, surgery, obstetrics, and psychiatry, provided those in whose hands it lies awaiting distribution can be convinced that it will be used to the best purposes.

I ask the co-operation of the alumni of this university in influencing university faculties and university presidents, the public and philanthropists, to hasten the introduction of real university medical schools in the different centers in this country. The chief cause of delay, in most institutions, lies with the university authorities. They are often more difficult to convince than are their financial benefactors. University authorities are too prone to magnify the importance of obtaining large numbers of students rather than to emphasize the desirability of an elevation of standards. They do not always recognize fully the needs of research, and are accordingly timid in their requests for money for investigation, though they are ever ready to demand money to teach more students. If this fear continues, the universities will lose the research institutions, for philanthropists will endow them as independent foundations. Above all should the means for research be afforded to the professional faculties. Poor professional faculties drag down the philosophical faculties; adequate schools of medicine and law lend prestige to the school of philosophy. Were there any tendency to internecine jealousies among the various faculties of a university, self-interest alone should be sufficient to suppress it. That which is to the advantage of one faculty will not fail to help the others. Each faculty should vie with the others in working for the welfare of the whole university. Each faculty, therefore, will demand that all the faculties be provided with the facilities for seeking the truth according to the most rigorous methods, and independent of its apparent use or harm. The more intense the desire of the people for truth and clearness becomes, the more pressing will this demand grow.

NOTES AND COMMENTS.

THE MEDICAL STUDENT IN THE UNIVERSITY.

In the quarterly statement presented at the Winter Convocation, December 17, 1901, the President of the University made the following statement: "Some questions remain unanswered as to the relation which the new body of medical students, personally and collectively, shall sustain to the other divisions of the university."[1] This was a modified expression of the opinion held by many, that the experiment of bringing to the University campus a large body of men who had, by reason of a year's work done as a class in another institution, a certain solidarity, might possibly prove a failure, or, at best, test to the utmost the assimilating powers of the University community. This view was strengthened by the mental picture of the traditional medical student, who is represented as the freebooter of the professional schools — engaged in necessary but essentially grewsome work which could not but affect his character, and make him reckless of rights of person and property.

That this foreboding, due to the presence on the campus of 250 or 300 medical students, has proved ill-founded is due to several factors: The medical student of today is a man of very different caliber from his brother of ten or fifteen years ago, from whom he inherited his reputation. He

[1] See the UNIVERSITY RECORD, January, 1902, Vol. VI, p. 303.

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has had a much better preliminary training. He is in a scientific environment, studying things from a lofty point of view, associated with men of high ideals and acquirements, who are devoting all their time to teaching and research work in their special branch of science. As a result he approaches the study of medicine from a higher level, and is stimulated to sober, earnest, thoughtful work.

Another important factor is the character of the institution itself. The atmosphere of a university is very different from that of a college. There are not the set forms of group organization, with which other groups may come into contact or conflict. The individual is all-important; and each one finds here the opportunities for work and training that are best suited to his needs. So the medical student has found himself in contact with graduate students who were studying along the same lines for a different purpose. He has learned that various avenues to university interests are open to him as well as to the student in mathematics or history; and he has begun to take his place and share in the social and athletic life of the university.

Under these circumstances the student in medicine has had neither time nor inclination to decorate the buildings with green paint or to abstract the hinges from the Hull gates. He has shown himself worthy of his surroundings and of the profession for which he is studying. He has proved himself a hardworking, self-respecting university citizen, and as such has won the regard and respect of the community,

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EXPERIMENTAL MEDICINE.

If medicine intends to cure and prevent diseases, it must become primarily, and in spirit, an experimental science. As far as infectious diseases are concerned, it is needless to dwell upon this point. The rapidity with which experimental methods have led to the possibility of stamping out yellow fever and malaria, or of curing diphtheria, speaks clearly for the value of this method, especially when we compare the rapidity and certainty with which its results are obtained, with the slowness and uncertainty of the therapeutical results of other methods. There are still wide fields of medicine to which this method has, as yet, been scarcely applied. The field of nervous and mental diseases is waiting for a pioneer who shows the method by which to conquer it. Our present clinical and histological methods do little more than enable us to name the disease. As far as therapeutics is concerned, it is not the honest physician, but the quack, who claims that he is able to cure disease. It is not much better with a number of chemical maladies such as diabetes. No one can expect the understanding and cure of chemical diseases to come through any other channel that that of experimental work by adequately trained scientists.

While the necessity of experimental medicine is obvious, the basis from which the experimental data must come is possibly not so generally recognized. It does not suffice for workers in the field of experimental medicine to pay attention only to the progress in organic chemistry, but the discoveries in the field of physical chemistry are of equal, if not greater importance for medicine. To mention only one point, life phenomena are catalytic. The action of enzymes in cells is a catalytic action; it is therefore necessary that advantage be taken of the general laws of catalytic phenomena.

Experiments on single tissues and organs cannot always be conveniently carried on in mammalians or vertebrates. It is necessary that we avail ourselves of the opportunities offered in lower forms of life in studying the life phenomena of tissues. Thus it becomes necessary that, in the foundation of medicine, experimental biology receive more attention than heretofore.

Not every physician, not every medical student, should, or can, become a worker in the field of experimental medicine. This can no more be expected than that every engineer should become a productive worker in physics or chemistry. But every physician can at least be educated in the critical spirit of experimental medicine. This will enable him to intelligently follow the real progress of his science, which will be more rapid from now on than it has been in the past. It will, further, enable him to cure such diseases as can be cured, and to know the limits of his powers where no cure is possible, instead of permitting him to play games of chance with the life and health of his patients under the cover of his license.

THE COURSE IN OSTEOLOGY.

No subject in the University curriculum is better suited than osteology to the laboratory method, which, aiming beyond mere instruction, seeks also to *educate*—to draw out—the faculties of the student and to make him a trained worker, an active producer of new knowledge rather than a passive receptacle of dead, predigested facts.

The old method of teaching osteology consisted in the rehearsal of the description of the bones as given in some text-book. The popular ideal of accomplishment was the ability to recite verbatim Gray's *Anatomy*. The centers of ossifi-

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cation and the names of the muscles and ligaments attaching to each bone were memorized, though none of these things were present in the dried bone and were not seen by the student. In an effort to remedy this in part, many medical schools were supplied with mounted preparations of the bones with muscle attachments painted on in red and blue. "Bone-grinds" played a prominent part in the instruction; they were, however, more truly "book-grinds." The standard was the book, and as osteology, rightly enough, came early in the fixed programme of medical studies, the student was at the outset of his course impressed with the authority and importance of the text-book, its completeness, all-sufficiency, and infallibility, and the needlessness of utilizing his own powers of originality of thought and observation—indeed, throughout his undergraduate work he often remained ignorant of the existence of such powers in himself.

The study of osteology gives a knowledge of the solid framework of the body, which in its subcutaneous parts forms the chief landmarks from which most of the internal structures have to be mentally projected in the application of anatomical knowledge to the living subject. The student's knowledge is practical and valuable in proportion as his mental images are accurate and three-dimensional. Form knowledge is here paramount. It is only by *making* form that the student can fully learn form. To meet these indications modeling the bones in clay has been introduced into the laboratory course on osteology, and experience with classes ranging in size from fifteen to one hundred and fifteen has confirmed it as a regular part of the work. At the same time a certain amount of readjustment has been made of the whole subject.

Instead of requiring the student to memorize the names of the muscles and ligaments and the ossification-centers, almost all of which are mere meaningless words to him, the study of these is deferred to the time when they can be seen and learned first-hand. After dissection of the body, the student removes the muscles *seriatim*, defines and measures the areas of their attachments to the bones and makes a graphic and a written record of his findings. The ligaments are then cleaned up and learned. The detailed study of ossification-centers is relegated to the course on embryology.

In addition to making models and drawings the student writes original concise descriptions of some of the bones. The BNA nomenclature, by reason of its correctness, greater simplicity, and conciseness, is fast displacing the old terminology, but at present osteology labors under the difficulty of having to familiarize the student with a strange terminology comprising two sets of names.

In the lectures the text-book is neither recited nor superseded, but an endeavor is made to give a general view of osteology and to correlate it with other branches such as embryology and comparative anatomy.

In the laboratory each bone is studied as any natural object ought to be if a clear knowledge of it is to be obtained. Its form is reproduced in clay by building up a model which represents first the general shape and size of the bone and to which the particulars are added successively in more minute detail. A drawing is also made of the bone from two or more viewpoints and the parts labeled with the aid of a good atlas. Original descriptions are made of some of the bones. Each bone is referred to its natural position in the living body and the study of the student's own body thus begun.

In this way is secured not only the most valuable knowledge of the skeleton, but also the highest cultural values. Working in new ways stimulates anew the development of the mental faculties, this stimulation coming happily at the critical point of entrance on a new phase of life—that of the medical course. The training of the hand and eye, the clear, concise, and consecutive expression of ideas, the true place and proper use of text-books, the need and method of proper illumination to bring out surface contour, and,

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above all, the habit of learning things at first-hand, by direct observation, are all regarded and secured in largest measure in the modern laboratory method of teaching osteology.

The student comes to the laboratory with little, if any, previous training in drawing and none in modeling. He usually undertakes the latter unwillingly, owing to his distrust of his ability to work in a new medium, but with very few exceptions, this difficulty soon gives place to enthusiasm. It is more difficult to get students to draw well than to model well. The reason for this is not far to seek: drawing is limited to the two dimensions of a plane surface and can only *simulate* the form of a concrete object, which has to be translated into new terms; modeling is capable of exactly reproducing the form of a solid object. Yet these two processes have much in common. Both necessitate a close study of the object, and an analysis of its form into gross and detailed features: the student must first select and represent the general form, disregarding secondary details — he must learn to see the woods in spite of the trees. Careful and repeated examinations and comparisons of the object and the representation of it (model or drawing) must be made from different viewpoints. It is in this requirement of observation and comparison that both drawing and modeling are so valuable in the laboratory. Not only do they give fuller and more lasting knowledge but they also develop and train the power of *seeing* things — for nothing is truer than the statement that "many have eyes yet see not."

THE COURSES IN PHARMACOLOGY.

Consideration of the chemical and toxic properties of drugs has long been classed under the head of materia medica. The great advance in physiological research has paved the way for more careful investigation of the physiological action of drugs on the normal animal, and the science of pharmacology has thus been built up as almost a part of physiology, although it belongs nominally under the more general head of materia medica. This careful study of drugs has been of the greatest value to therapeutics. In fact, the practical administration of drugs may be said to bear the same relation to pharmacology that technical chemistry does to theoretical chemistry.

It has long been the custom of the best universities to give the student a thorough grounding in the theory of his subject, before beginning the more detailed study of the applied science. In medicine it is well to follow the same plan. A student starts with the study of general chemistry. This leads on to organic chemistry, and more especially the chemistry of drugs, their tests and preparation. He is then familiar with the various drugs, and has a sufficient knowledge of physiology to understand their action. The important question to decide next is the best method of approaching this subject. Shall a student be given detailed directions, as in physiological chemistry, or is it better to place him in the position of an original investigator? It is well, if possible, to combine the advantages of both, as the choice of animals for experimentation naturally leads to a division of the subject. With a class of 150 men, experiments on mammals, though desirable, are almost out of the question on account of the difficulty of supervision and the lack of material. By means of carefully planned and well-directed demonstrations to smaller numbers of men it is, however, possible to teach a student as much as he could learn by following detailed description. If it were the object to train investigators this would not be sufficient, but for the illustration of important points, which help the student to remember facts such as the difference between the effects of ether and those of chloroform on the blood pressure, this method is very efficient. The advantage of experiments made according to directions are, therefore, in large part, gained by demonstrations.

In order to attain the advantages of the methods of original investigation, the student is

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given great liberty in his work with frogs. As the success or failure of a practitioner depends in a large measure upon careful observations and their correct interpretation, it is thought that the training thus acquired in noting the symptoms of the action of drugs and the interpretation of these symptoms will be of value in addition to the knowledge of pharmacology incidentally acquired. Supplied with a frog, a drug, and a few general directions, the student is told to localize the action of the drug. For this purpose, Claude Bernard's experiment is capable of general application. One leg is ligatured, leaving the nerve intact, and the drug is injected. If the reflexes are slowed in both legs, but the sciatics still cause the muscles to contract in both legs, the central nervous system is probably depressed. In case of a peripheral action, the ligatured leg will show a different behavior from that of the non-ligatured leg. With the same frog, the action on the heart and the circulation can also be studied. The large number of frogs thus studied necessarily show individual variations, and the student is thus taught this important lesson. By means of recitations faulty observations and the value of these variations are cleared up.

The choice of drugs is limited to twenty of the more important organic drugs, and to the careful study of inorganic substances with reference to modern developments in physical chemistry. To aid in remembering all the complicated facts of pharmacology, and in order to prevent the recording of erroneous observations, the student brings his text-book into the laboratory and reads as he works. If it occur to him to verify any of the statements in the book he is at liberty to do so, and failure to accomplish the desired result leads to discussion with his instructor. There is no way in which a student can be taught more than by thus discussing some difficulty in his work. The more recent developments in pharmacology, which have not yet been incorporated into the text-book are considered in the lectures, and their relative value pointed out.

As the course in pharmacology comes just before the student enters upon his clinical work, he is well prepared to apply intelligently the knowledge thus gained in therapeutics.

SUMMER COURSES FOR PHYSICIANS.

That portion of the Faculty of Rush Medical College which gives instruction at the University of Chicago has made especial arrangements for conducting advanced courses for physicians during the Summer Quarter, from June 18 to about August 1. It has seemed desirable that opportunities should be given to practitioners who have been doing general work, to undertake courses which will lead them into special branches. Thus courses in the anatomy, physiology, and pathology of the various special systems have been made available. Physicians wishing to undertake the practice of otology, gynecology, or ophthalmology, will find in the announcements of the Summer Quarter, descriptions of courses which will form the most suitable introduction to the study of these specialties. In addition, provision has been made for physicians who were graduated at a time when certain of the subjects, now quite elaborately treated in the regular medical curriculum, were either not taught at all or were very superficially treated. We refer especially to the courses in bacteriology, splanchnology, pathological histology, and experimental pharmacology. It is believed that an increasing number of physicians may desire to spend the five or six weeks set aside for these courses in the pleasant environment of the University of Chicago.

THE UNIVERSITY OF CHICAGO MEDICAL CLUB.

By a vote of the Board of Medical Affairs of the University of Chicago, in the autumn of 1901, it was decided to form a medical society to hold fortnightly meetings in one of the laboratories, at which papers might be read representing the original investigations carried on in the various departments of the natural sciences. At the first

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meeting Professor Donaldson was elected president, and Dr. Kyes secretary and treasurer.

The society has met on alternate Monday evenings in the Hull Laboratory of Physiology, and since its inception, the following papers have been presented:

1. *The Influence of Valency, and Possibly of the Electrical Charge of Ions, upon Their Antitoxic Effects.* PROFESSOR LOEB.
2. *Myosis in Man.* DR. PEACOCK.
3. *Mirror Writing.* DR. SIDNEY KUH.
4. *The Law of the Innervation of the Frog's Leg.* PROFESSOR DONALDSON.
5. *Experiments on the Effect of Lack of Oxygen on the Fertilized Eggs of the Sea Urchin.* ASSISTANT PROFESSOR LYON.
6. *Chemical Stimulation of Nerves.* ASSISTANT PROFESSOR MATHEWS.
7. *The Formation of the Embryo of Necturus.* DR. EYCLESHYMER.
8. *A New Theory of Fermentation.* PROFESSOR NEF.
9. *The Chicago Drainage Canal.* ASSOCIATE PROFESSOR JORDAN.
10. *Further Experiments on Artificial Parthenogenesis in Annelids.* DR. FISCHER.
11. *The Number and Size of the Spinal Ganglion Cells and Dorsal Root Fibers in the White Rat at Different Ages.* MR. HATAI.
12. *The Physiological Action of Formaldehyde.* DR. KOCH.
13. *Fragmentation and Segmentation of the Myocardium.* PROFESSOR HEKTOEN.
14. *Differentiation without Cleavage in the Annelid Egg.* ASSISTANT PROFESSOR LILLIE.
15. *The Analogy between Loss of Water and Lowering of Temperature in Living Tissues.* MR. GREELEY.
16. *An Unknown Diplococcus with Unusual Pathogenic Action.* DR. WELLS.
17. *A Quantitative Study of Variations in Scallops.* ASSOCIATE PROFESSOR DAVENPORT.
18. *Bone Cyst of the Middle Turbinated Body.* DR. SHAMBAUGH.
19. *The Influence of Osmotic Pressure upon the Plant Cell.* DR. LIVINGSTON.
20. *The Effect of Ions upon the Absorption of Water by Muscle.* DR. R. W. WEBSTER.

THE EFFECT OF CLINICAL TEACHING ON THE STAFF.

In conducting short practical courses there are, obviously, two factors to be considered, the patient and the student. It appears, however, that certain principles, carefully observed, redound to the benefit of both parties, and, as a little experience soon shows, just as much to the benefit of the teacher. For, in order to do justice to the charge he has accepted, the latter must be, first of all, systematic. The wealth of clinical material forces him to examine carefully what his clinic offers, so that he may present to his students cases of progressively greater difficulty in examination, diagnosis, medicinal and operative treatment, etc. In other words, he must — mentally, at least — catalogue the questions and problems which he has at his disposal. He must further be prepared to render account to his students of his own findings and opinions — an ever-present incentive to become better acquainted with the details of his patient's condition. And while it is said that one observes most minutely when one is to draw a picture of what is to be seen, the same holds good when a graphic portrayal is demanded.

Our students of today are, moreover, well prepared by previous intellectual training to think logically and independently. A simple statement, be it ever so sincerely and firmly made, will not suffice if it cannot be supported by scientific data and deductions. If it conflicts with the medical and surgical creed with which undergraduate students are and should be fortified before exposing themselves to the doubts and tribulations of everyday practice, the teacher may find it necessary to revise the routine conceptions of his work. It is rather distracting at times, but ever most stimulating. One has recourse to somewhat neglected old-time friends, anatomy, histology, pathology, etc. Again and again enthusiastic and interested students are encouraged to take an appeal to the laboratory, as a higher court, rather than to a judgment based upon personal clinical observation.

Association with more instructors in allied branches of medicine — especially intimate acquaintance arising from informal conferences concerning concrete cases or symptoms, and from personal intercourse for a number of weeks —

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make the student discriminating, less apt to swear by the words of any one "master." And the latter himself will gladly and naturally practice what he preaches when his audience is critically attentive and alert. To insist, invariably, for instance, upon asepsis and upon gentleness in the treatment of our—sometimes not over-cleanly or too amiable—patients, becomes manifestly absurd, when the instructor himself sins against these just and humane demands. In fact, strict adherence to certain simple and well-defined rules proves to be indispensable if the short time of instruction is to be thoroughly utilized; it is necessary to be both brief and accurate, while avoiding the danger of becoming positive and epigrammatic. And medical philosophers assert that in medicine one should not use the words "never" and "always."

THE ATTITUDE OF PATIENTS TOWARD CLINICAL TEACHING.

During the last year the question whether patients in charitable institutions should be utilized for the purpose of clinical instruction has been discussed freely by physicians and others interested in educational and charitable matters. The patient himself, however, has not been heard and his answer to the question at hand will therefore be of some interest. In one of our larger dispensaries a test has been made under conditions which closely approach those of a scientific experiment. The institution had existed so long that the number of those cared for showed only such slight variations as the changing seasons and the gradual increase in our population would naturally cause. No change of any kind that could influence the attendance was made except that students were admitted to some of the clinics. The patients were not influenced in any way—they were at liberty to choose physicians who gave instruction or those who did not demonstrate their cases. It was thought probable that, for a short time at least, the attendance in the clinics of the first of these two groups would somewhat decrease, that prejudice and the dread of the new would keep away some; but it seemed equally probable that the patients would speedily learn that clinical demonstration was in many ways of great advantage to them, and that the deserters would return to the place where for years they had sought relief from their ailments. In one respect these expectations were not fulfilled—the initial decrease did not occur. From the beginning those most vitally interested seemed to have accepted the innovation with enthusiasm. In many of the departments to which students are not admitted the work has grown lighter, while in those in which clinical instruction is given there has been a marked increase, amounting in some instances to over 50 per cent. of the attendance. Seeing that from the date when students began to attend one of our dispensary clinics its records show an annual increase from 1963 consultations to 3224, there can no longer be doubt as to the attitude of patients toward clinical instruction.

COURTESY TO CLINICAL PATIENTS.

It seems to the writer that there is a growing tendency, especially among the younger medical teachers, to a less courteous and considerate treatment of clinical patients than in former years. This may be attributed, in part, to the influence of certain foreign clinicians, whose custom is to treat the individual presented in the clinic as an impersonal, inanimate "case." Forgetfulness of the fact that every patient is a sentient, sensitive human being is at no time or place justifiable; but, whatever may be said of such an attitude in a monarchical country, where caste lines are sharply drawn, it is certain that it will not be tolerated in our free democracy, where every person feels himself entitled to equal rights with and to the same consideration as any other.

This lack of consideration manifests itself in the harsh, dictatorial manner of the clinician; in the unnecessary exposure of the person, as where patients are presented wholly nude where the uncovering of one part of the body at a time would suffice; in the infliction of unnecessary

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pain, by a rough and hasty examination, and in various other ways.

If adequate clinical material is to be available for the teaching of our large number of students by modern methods, where the students are brought, singly or in small groups, directly in contact with the patient, it will be necessary to utilize the patients in many hospitals not now open to clinical teaching, and, possibly, even private patients. This can be accomplished with little difficulty if the public can be convinced of the fact, already established among medical men, that no patients receive such thorough, exhaustive examination, or such painstaking diagnosis and treatment as those who are made the subjects of clinical demonstration. Few patients, charity or private, object to such demonstration, if it be courteously and carefully conducted, and if it be made clear to them that they are rendering a great service to the clinician, the student, and to all patients afflicted like themselves, who may subsequently come under the care of these gentlemen,

It is certain, however, that nothing will militate more certainly and effectively against this desirable end than a discourteous, ungentlemanly demeanor toward the patient by the teacher or his students. A kindly, courteous manner, uniformly displayed to all patients, of whatever station in life, is often as important a factor in developing a clinic as is the medical knowledge and skill which are exercised, just as it is in the building up of a private practice. Patients return willingly and gladly to such a clinic, and they influence their sick friends to lay aside their prejudices and submit to clinical demonstration. They are especially likely to do this if it is made clear to them that they are rendering an important service to the physician, the student, and the public, by allowing their cases to be demonstrated and studied in the clinic.

The courteous treatment of patients is of the utmost importance to the student, as inculcating the proper method to be adopted by him in his professional life. Example is more potent than precept, and the example set before the student by his clinical teachers more than all else determines his own methods and behavior in his later career. And, finally, it is of importance to the clinician himself that his demeanor toward his clinical patients be the same as he would adopt toward his private patients. True courtesy can never be born of self-interest, and the physician whose manner is domineering, harsh, and inconsiderate in his clinic, and affects to be gentlemanly only to his wealthy private patients, is certain, sooner or later, to reveal the perfunctory, artificial character of his courtesy in his private practice. For the best interests of the clinic, the student, and the clinician, the courteous treatment of patients is alike demanded.

Should undergraduate students be taken or sent into the large wards of the hospital? This is the custom in many foreign schools, and has been practiced to some extent in this country. The plan is neither essential nor advantageous, and the abuses which are almost certain to develop in connection with it have done much to prejudice hospital authorities against clinical teaching. It may be safely asserted that no undergraduate student should ever be allowed to examine patients in a ward in the absence of an instructor. He is sure to fall into errors of method in examination, in diagnosis, and in his demeanor toward the patient. It is a far better plan to have one, sometimes two or three patients, conveyed to an examining room, almost always available in close proximity to the ward, where he can be examined by the students, singly or in small groups, or demonstrated to the class by the instructor. The conditions there present, away from the noise and other distractions of the large ward, are much more favorable to careful, thorough examination, and one avoids thereby the disturbance of the other patients in the ward. The patient who is too ill to be removed to the examining room in a suitable wheeled bed or cot, is, with rare exceptions, too ill for clinical examination or demonstration.

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The matters which have been dealt with in this article are of vital importance just at this time, when the need of extension of our clinical facilities is so pressing. Every teacher and every student should be impressed with the fact that the ease or difficulty with which we may secure for clinical purposes the use of hospitals now closed to us will depend, more than all else, in the long run, on the kindly, courteous treatment which is accorded to the sick who lend themselves for this purpose. The helpless pauper is entitled to exactly the same consideration, and should receive the same gentlemanly treatment, that is accorded to the most influential and wealthy patient in private practice.

THE WEST SIDE DISPENSARY of the United Hebrew Charities.

Extra-Mural Courses.

The West Side Dispensary of the United Hebrew Charities occupies a new building on Morgan street, near Maxwell. It is a large, commodious two-story structure, with modern equipment.

During the last year, closing May 11, 1902, 26,840 patients were treated, showing an increase of 6,317 patients over the previous year. Instruction is given daily throughout the year at the dispensary in medicine, neurology, ophthalmology, surgery, diseases of the ear, nose, and throat, and diseases of children. The classes in each subject are limited to eight or ten students. The work is so arranged that students who elect these classes may devote one afternoon, from 2:00–6:00 P.M., to work in the dispensary. The instructor gives a course of instruction twice a week, for a period of six weeks. The instruction is conducted on the plan of bedside teaching. A student is assigned a case and is given a blank history-form and asked to make a complete record. He makes a careful examination of his patient and makes his report at the end of half an hour or more. He reads the history of the case, presents his physical findings, and offers a diagnosis. The instructor asks the student to defend his diagnosis. The case is examined in the presence of the entire class under the guidance of the instructor. The diagnosis is either corroborated or a new one is made, and such points of interest are discussed as have a bearing on the etiology, pathology, diagnosis, or treatment of the case in question.

An important addition to the usefulness of the dispensary has been the establishment of a clinical laboratory during the past year. This laboratory is thoroughly equipped for microscopical and chemical analyses, and the students have opportunity to make examinations of the blood, sputum, urine, bacteriological specimens, etc., in connection with their clinical work.

THE PRESBYTERIAN HOSPITAL of the City of Chicago.

The charter of the Presbyterian Hospital of the city of Chicago was dated July 21, 1883, and consisted of a board of twenty-eight members, the names being as follows: Tuthill King, Daniel K. Pearsons, William Blair, Robert C. Hamill, John H. Barrows, C. M. Henderson, John B. Drake, Nathan Corwith, Samuel M. Moore, Henry W. King, W. H. Wells, Henry Waller, Henry M. Lyman, James M. Horton, Willis G. Craig, Cyrus H. McCormick, Jacob Beidler, Joseph P. Ross. Of this number only three are living; namely, Dr. Daniel K. Pearsons, Dr. Henry M. Lyman, and the Rev. Willis G. Craig.

Since the above date, and up to the present fiscal year ending March 31 last, there have been treated in this institution 29,971 patients. Two thousand five hundred and seventy-seven were treated last year, or an increase of 114 over the record of any year previous. The total days of treatment for last year was 71,278. Twenty-two thousand were full pay patients, 28,000 part pay, and 20,000 absolutely free. The institution maintains a daily average of sixty-five free beds the year around. This outlay is met by endowments, revenue from private patients, and material aid from the Ladies' Aid Society connected with this institution. One hundred and one patients were

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transferred last year from the pay list to the free list. Five hundred and seventy-seven dressings were given to patients who were unable to pay for the same, this referring to those who had left the hospital for their convalescence. Fifty-one per cent. of patients were free and part pay, 49 per cent. only paying for full care.

On February 1 last this institution opened its doors to the treatment of minor contagious diseases for the purpose of scientific research, in the hope of finding some better method for the treatment of minor contagion. It has treated up to date fifty-two cases of scarlet fever, all recovering without complications save one. Means were provided for this purpose by Mr. and Mrs. Harold F. McCormick, and the institution is known as the Memorial Institute. The fact that this hospital was the first to take up this work must have its influence upon the public, especially when considering the fact that contagious diseases cause such ravages among children.

The purpose of the institution is to care for the sick in the sense of a general hospital; namely, medical, surgical, gynecological cases, and the special branches.

Cases are admitted without reference to age, creed, sex, or color. No proper free cases have been refused during the past two years, while private patients have been referred elsewhere repeatedly, owing to lack of room. Cots have been in the wards most of the time for many months, which emphasizes the fact of the great necessity for larger accommodations.

The Board of Managers deeply regret the death of the Rev. Dr. William C. Gray, and the Medical Staff that of the illustrious Dr. Christian Fenger, both deaths occurring during the past year.

By the munificence of the various friends of the institution recreation grounds have been provided for, and the same are also used by the hospital corps for various games.

The Ladies' Aid Society has, in addition to furnishing all the linen, furniture, and table-ware required, placed several trees on the grounds facing two sides of the hospital.

The humane and scientific work of the institution are always kept in mind, and nothing is left undone which will aid both the patient and the profession in every way possible.

FRANCIS M. NESMITH, *Supt.*

RECENT PUBLICATIONS, BY THE MEMBERS OF THE FACULTY OF RUSH MEDICAL COLLEGE, DURING THE YEAR, JULY 1, 1901—JUNE 30, 1902.

NAME.	TITLE.	WHERE PUBLISHED.
LEWELLYS F. BARKER	Translation of Spalteholz's *Hand Atlas of Human Anatomy*, Vol. II.	Leipzig, 1901.
	Histology of the Brain.	Wood's *Reference Handbook of Medical Sciences*, N. Y., 1901.
	On the Profession of Nursing and its Future.	Rept. of the "Proc. of First Graduating Exercises of the Graduates Lakeside Hospital School for Nurses," Cleveland, 1901.
	The Unveiling of the Cell.	*Journal American Medical Association*, March 1, 1902.
	On the Clinical Aspects of Plague.	*American Journal of the Medical Sciences*, October, 1901.
	Medicine and Universities.	*American Medicine*, Philadelphia, 1902.
H. H. DONALDSON	Growth of the Brain.	Wood's *Reference Handbook of the Medical Sciences*, Vol. II, 1901.

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Name.	Title.	Where Published.
H. H. Donaldson	Review of *Atlas of Nervous System*, C. Jacob. Preface by A. Strümpell.	*Psychol. Review*, Vol. III, No. 6, November, 1901.
	On the Formula for Determining the Weight of the Central Nervous System of the Frog, from the Weight and Length of its Entire Body.	
H. H. Donaldson and D. M. Schoemaker	Observations on the Post Mortem Absorption of Water by the Spinal Cord of the Frog (*Rana Virescens*).	*Jour. Comp. Neurology*, 1902.
C. M. Child	Regulation in Stenostoma.	*Science*, N. S., Vol. XIV, No. 340, July 5, 1901.
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Brown Pusey and C. D. Wescott	Papillo-Retinitis Due to Chlorosis.	*Archives of Ophthalmology.*
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The **Law School** of the University will be opened October 1, 1902. The standard of requirements has been so arranged as to make the school practically a graduate school. One year may be saved by the student in the combined work of the college and the Law School under a plan which admits to the professional courses in law those who have completed three years of college work, the bachelor's degree being conferred at the end of the first year of the professional course.

The **Medical School** work is done in co-operation with Rush Medical College, the courses of the first and second years being taken at the University. The work of the Senior College (third and fourth years) at the University is elective, with the exception of three Majors (one quarter's work) of philosophy and history, required for the degree of Bachelor of Science, or six Majors of similar work required for the degree of Bachelor of Arts or Bachelor of Philosophy. The student may elect for the last two years of his course for the bachelor's degree, work in the sciences fundamental to medicine, which covers the work of the first two years of the medical curriculum. Thus, the bachelor's degree and the degree of Doctor of Medicine may be secured in from six years to six years and a half.

The **Divinity School** permits Graduate and Senior College students to register in all its departments. In the fourth year of college work a student may elect a large part of his work from the curriculum of the Divinity School. The courses thus elected will be counted in credit for the degree of Bachelor of Arts and also for the degree of Bachelor of Divinity.

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THE UNIVERSITY RECORD

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THE UNIVERSITY OF CHICAGO

FOUNDED BY JOHN D. ROCKEFELLER

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VOLUME VII NUMBER 4

UNIVERSITY RECORD

AUGUST, 1902

I. THE LECTURE-STUDY DEPARTMENT.

NOTES AND COMMENTS.

In this issue of the UNIVERSITY RECORD is included the report of the University Extension Division for the past year, with discussions of various phases of the University Extension movement by those whose successful experience adds weight to whatever they may have to say. It is hoped that the following pages will be carefully perused by officers of the local organizations and others who are interested in the movement for the extension of university teaching.

PROFESSORS JAMES AND FELLOWS.

During the past few months this division of the University has lost two of its well-known workers. With the resignation of the Directorship of the Extension Division of the University of Chicago by Professor Edmund J. James, to accept the presidency of Northwestern University, University Extension loses the direct services of one of the earliest and most faithful supporters of the movement in America. We say "direct services" because in whatever field Professor James may be laboring his influence will be felt on behalf of the movement to which he has given so much time and thought. He was one of the earliest advocates of the introduction of this movement in America and became the first president of the American Society for the Extension of University Teaching organized in Philadelphia in 1891. This position he held until his election to the directorship of the Extension Division of the University of Chicago in 1896.

Professor James has ever been an advocate of the broader conception of the university. He believes that it has many opportunities to extend its influence among busy people, and that the most effective way yet devised for doing this is through the movement for the Extension of University Teaching. In his new field of labor he will have the best wishes of the great army of "extensioners" who have directly or indirectly felt the influence of a strong personality in the inauguration and direction of a great movement.

Another man who will be missed from the ranks of Extension lecturers is Professor George E. Fellows, who resigned his position as Assistant Professor of European History at the University of Chicago February 1 to assume the duties of the presidency of the State University of Maine. Professor Fellows' clear, logical and scholarly presentation of the subject-matter of his lectures has been enjoyed by a large number of Extension centers. He is a thorough believer in University Extension as a teaching agency. His influence has been especially felt in the class, where his genial and inspiring personality could effectively assert itself.

MODERN SOCIAL PROBLEMS.

During the past year a course of twelve lectures on "Modern Social Problems" was delivered in the following circuit of cities: Milwaukee, Indianapolis, Cincinnati, Columbus, Cleveland and Detroit. The plan followed was in general that

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in accordance with which University Extension work is regularly conducted. The course of lectures was carefully outlined by Dr. Ira W. Howerth of the University who delivered the first and each alternate lecture thereafter. The other lectures of the course were delivered by representative college and university men selected because of their ability to present the special themes under discussion. The following lecturers aided Dr. Howerth in this work:

Professor Emory R. Johnson, University of Pennsylvania.
Professor Edward A. Ross, University of Nebraska.
Professor Henry C. Adams, University of Michigan.
Professor Walter A. Wyckoff, Princeton University.
Professor Harry H. Powers, Cornell University.
Professor Albion W. Small, the University of Chicago.

The arrangement for this course was in the nature of an experiment, but the interest aroused has warranted a similar effort during the coming year. Accordingly this same course will be delivered in Kansas City, Mo.; St. Joseph, Mo.; Omaha, Neb.; Des Moines, Iowa; Minneapolis, Minn., and St. Paul, Minn., beginning September 29. The lecturers who will participate in the course are:

Assistant Professor Ira W. Howerth, the University of Chicago.
Professor William A. Scott, University of Wisconsin.
Professor Edward A. Ross, University of Nebraska.
Professor Isaac A. Loos, University of Iowa.
Professor William W. Folwell, University of Minnesota.
Miss Jane Addams, Hull House, Chicago.
Associate Professor George E. Vincent, the University of Chicago.

A second course, entitled "Social Evils and Proposed Remedies," will be conducted during the same period in the cities in which the work was inaugurated last year, with the exception that Grand Rapids, Mich., is substituted for Indianapolis, Ind. The lecturers are:

Assistant Professor Ira W. Howerth, the University of Chicago.
Professor J. W. Jenks, Cornell University.
Professor John Graham Brooks, Cambridge, Mass.
Professor F. M. Taylor, University of Michigan.
President Charles F. Thwing, Western Reserve University.
Hon. Jacob A. Riis, New York city.
Professor Charles R. Henderson, the University of Chicago.

It is believed that these courses of lectures will afford to the people of the different cities an unusual opportunity to listen to clear, logical and scholarly discussions of social and economic problems by a number of the most prominent students of these subjects.

UNIVERSITY LECTURE ASSOCIATION.

The University Lecture Association is the organization under the auspices of which, in co-operation with the University of Chicago, University Extension work is conducted in Chicago and suburbs. A tentative organization was perfected during the past year and centers were opened in the three principal divisions of the city. The objects of the association, as indicated in the preliminary announcements, are:

1. The permanent establishment of systematic courses of lectures on university subjects in and near the city of Chicago, in accordance with a comprehensive plan; these lectures to be given by members of the staffs of local universities and other leading institutions of the country.

2. The bringing to Chicago for single lectures, or for courses of lectures, of distinguished men of this country and of foreign countries, whose scientific, literary, or artistic attainments justify this recognition, and whose influence for good in this community is likely to be marked.

3. The delivery of free courses of lectures at such places and times as will suit the convenience of persons who, for any reason may not be able to attend the courses indicated above; including in this list, also such courses as may be considered of special service to the community at large, and therefore, to be thrown open to the public free of charge.

The first efforts of the association were directed to the building up of a strong center for the extension of University teaching in some centrally located point in each of the three principal divisions of the city. With the cordial support and co-operation of the pastor and trustees of the South Congregational Church, Fortieth street and Drexel boulevard, the work of the year was inaugurated with brief addresses by Professor James and President Harper, followed by the first lec-

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ture of a series on "Ancient Sculpture," by Mr. Lorado Taft, of the Art Institute. The other courses delivered on the South Side were:

"An Outline History of the Earth," by Professor Rollin D. Salisbury.

"The Music Dramas of Richard Wagner," by Dr. Nathaniel I. Rubinkam.

"Studies in English Literature," by Professor Nathaniel Butler.

The work on the North Side of the city was conducted in co-operation with the pastor and trustees of the New England Church, corner of Dearborn avenue and Delaware place. The following courses were delivered during the year:

"History and Civilization of Egypt," by Associate Professor James H. Breasted.

"Some Fundamental Social Problems," by Professor Albion W. Small.

"Studies in the History of Prophecy," by Assistant Professor Herbert L. Willett.

"The Spiritual Element in Tragedy," by Associate Professor S. H. Clark.

In co-operation with the Lewis Institute, the center for the West Side work, the following courses were delivered:

"Public Opinion," by Associate Professor George E. Vincent.

"Organic Evolution as Illustrated by Plants," by Professor John M. Coulter.

"The Native Races of North America," by Associate Professor Frederick Starr.

"Prophets of Modern Literature," by Rev. Jenkin Lloyd Jones.

In accordance with the second of the purposes above mentioned, a lecture was delivered, December 11, in Studebaker Hall, by Sir Robert Ball, Cambridge University, England, on "Time and Tide;" another, January 15, by Mr. Poultney Bigelow, on "The Relation of Germany and the United States," in the Music Hall, Fine Arts Building.

The plan for the coming year includes one course of twelve lectures and two courses of six lectures in each of the centers above mentioned. Among the lecturers who will offer courses are:

Professor R. G. Moulton—"Studies in Milton's Paradise Lost."

Professor William H. Hudson of the London Society for the Extension of University Teaching—twelve lectures on "The Dramas of Shakespeare."

Professor William C. Wilcox of the University of Iowa—"The Eastern Question."

Professor Rollin D. Salisbury—twelve lectures on "The Earth as It Is."

Professor George E. Hale—"Astronomy."

Associate Professor S. H. Clark—"The Spiritual Element in Tragedy."

Associate Professor Edwin E. Sparks—"Men Who Made the Nation."

Dr. Nathaniel I. Rubinkam—"The Music-Dramas of Richard Wagner."

All of the lectures delivered under the auspices of the association were announced in a general circular which was widely distributed among the lecture-going public of the city. It is believed that this movement will place the University Extension work in the city of Chicago on a more permanent basis than in any previous time in its history.

UNIVERSITY OPEN LECTURES.

In the University Extension number of the UNIVERSITY RECORD published a year ago attention was called to steps which were being taken looking toward holding a University Extension summer meeting as a regular feature of this department of University work. After further consideration it was decided that all the purposes of such a meeting would be served by making some slight adaptations of the system of University Open Lectures which was inaugurated in the Summer Quarter of 1900. It was believed that there are hundreds, if not thousands, of members of local University Extension centers, and many who are in no way connected with such organizations, who would like to spend one, two, three, or more, weeks of each season in an inspiring intellectual atmosphere. Accordingly a programme of Open Lectures was arranged, beginning June 24, and extending through nine consecutive weeks.

During this period there have been delivered 278 lectures in Literature, History, Art, Biblical History and Theology, Pedagogy, Astronomy, and

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other subjects. In the majority of instances the lectures were arranged in series, different subjects being treated in from four to twenty lectures. The courses were then, as far as practicable, arranged in groups, so that one interested in a particular subject or branch could, by making proper adjustment of his programme, attend the lectures, or groups of lectures, which were best adapted to his specific needs.

Among the lecturers who have offered courses at the University during the Summer are:

Professor Richard Green Moulton, Mr. Hamlin Garland, Mr. William Norman Guthrie, Professor Frederick H. Sykes, Dr. William A. Colledge, Mr. Lorado Taft, Mr. W. M. R. French, Mr. Walter C. Larned, Mr. James W. Pattison, Dr. O. L. Triggs, Professor Thomas G. Masaryk, Professor Albion W. Small, Dr. George A. Dorsey, Professor Albert Bushnell Hart, Professor Charles R. Henderson, Professor George E. Vincent, Professor John H. Finley, Professor John M. Coulter, Professor John Dewey, President G. Stanley Hall, Inspector James L. Hughes, Professor George B. Stevens, Rev. William M. Lawrence, Professor H. L. Stetson, Professor W. Douglas Mackenzie, Professor Shailer Mathews, Associate Professor James H. Breasted, Assistant Professor Herbert L. Willett, Rev. Louis H. Jordan, Professor Henry C. King, and Chancellor E. Benjamin Andrews.

Preliminary steps have already been taken looking to the arrangement of a programme no less complete and exhaustive for the summer 1903. A special circular announcing the programme in full will be issued about May 1, and will be mailed upon application.

THE UNIVERSITY EXTENSION SOCIETY OF PITTSBURG.

There are few American communities in which University Extension work has been more systematically and more successfully conducted than in and near the city of Pittsburg. This city has long had a well organized central society, under the auspices of which several courses of lectures are given each year in the lecture room of the Carnegie Library—the logical center of a movement of this kind. The work has been carefully planned and wisely directed by prominent citizens deeply interested in the promotion of popular education. The continuance of the work on a broad scale from year to year has been made possible by the liberal contributions of a number of prominent business and professional men of the city.

During the past year the movement assumed a broader aspect, and centers were established in connection with the branch Carnegie libraries in the different sections of the city. The scope and influence can be more fully understood when it is remembered that there are five of these branch libraries within the city of Pittsburg, and in each of these at least one, and in some two courses of lectures will be delivered during the coming season. Other courses will be delivered in Allegheny and Sewickley, Pa., Youngstown and East Liverpool, Ohio, and other centers within a radius of seventy-five miles of Pittsburg.

Features of the Pittsburg movement which should not be allowed to pass unnoticed are:

1. There is a central society which has advisory powers in the direction of this work throughout the city. In each community there is a local center which undertakes the immediate management and supervision of the business and educational side of the work.

2. These centers are located in the public libraries, and among those who are most active in promoting the movement are Mr. Edwin H. Anderson and his assistants in charge of the Carnegie libraries in Pittsburg.

The following from the annual report of Mr. Andrews is worthy of note:

The University Extension lectures undoubtedly stimulate the use of books bearing upon the subjects treated. In this library collections of books on the subjects of the courses are reserved in the Reference room and are in constant use, while in the Loan department there is a greater demand for books on the subjects discussed than we can supply, though we have many copies of each book. Our experience shows that these lectures have a permanent effect on the character of the reading in this community. The interest aroused by the lectures is not merely for the time, but continues to stimulate the use of the literature of the subjects treated. Moreover, the beneficent contagion spreads to other people and other subjects.

THE UNIVERSITY AND THE PEOPLE.

It is not the intention of this article to make an appeal for the system of education known as

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University Extension. To those who have most fully understood the motives underlying the origin of the movement and the spirit in which it has been directed, no appeal or argument is necessary. To others, it is only necessary to point to the fruits of twenty-five years of work in England, more than a decade in America, and periods of greater or less length in all leading European nations.

Elementary education fails to exercise a permanent influence on character. Except in rare instances individuals leave school with fixed mental habits as yet unformed. University Extension aims to bridge over the stream which marks an otherwise limited intellectual horizon and make possible the continuance of systematic self-training. It is thus a propaganda in behalf of popular education. Though its mission is to the masses, it appeals with equal force to every altruistic man and woman. It is the best representative of the culture side of modern higher education.

The history of education is the history of the struggle of the masses for a broader intellectual horizon, and institutions for higher education have at times aided in stretching the curtain which has screened from the people the light radiating from the stars in the intellectual firmament. What more fitting than that these institutions should now promote popular, no less than individual, education; culture, no less than scholarship. The University Extension movement is the latest fruit of this broader conception of the university.

In a recent magazine article[1] Professor Ladd, of Yale University, enumerates the following functions of a great university:

1. The highest mental and moral culture of its own students.

2. The advancement, by research and discovery, of science, scholarship, and philosophy.

3. The diffusion, as from a center of light and influence, of the benefits of a liberal, genial and elevating culture over the whole nation, and even over all mankind.

[1] "The Functions of a Great University," *Forum*, March, 1902.

No argument is needed to establish the claim of the first and second to recognition as the legitimate functions of a modern university, and in the abstract the claim of the third will be conceded with almost equal unanimity. The following extract from Professor Ladd's article is worthy of repetition:

The resources of the colleges and universities of this country have all been derived from the fruits of the toil and self-denial, whether voluntary or involuntary, of the common people. To those same common people the outcome of these resources should be, so far as this is possible, constantly paid back. With regard to the principles of politics and finance, in the framing and execution of the laws, in the application of the discoveries of science to the amelioration and improvement of the conditions of living, in the shaping and criticism of the popular literature, in the uplifting and broadening of the system of public education, in the dissemination of the fruits of morals and religion, and in the guidance of reflection over the profounder problems of life and destiny — in all these and all other similar cases university men ought to be the most trustworthy and the best trusted counsellors and guides of the nation.

Scholarship is represented in the work in the laboratory, library, and the museum. Scholarship is necessarily for the few — the elect; culture should be the heritage of every individual. Sir Richard Jebb once pointed out that the old universities are no longer content to be "seats" of learning; they desire to be mother cities of intellectual colonies, extending their influence throughout the land. Where are we to seek the fullest expression of the culture side of the modern university? Let us again quote from Professor Ladd's article:

Through books and magazines of various kinds and grades the institutions of higher education are continually contributing to the enlightenment and uplifting of the common people. It would, I think, be an additional advantage if the personal presence of the instructor could accompany, to enliven and enforce, more of this serviceable instruction Perhaps the time is not far distant when a revival, in an improved form, of the custom of lyceum courses of lectures will assist in accomplishing this desirable end. Perhaps too, a larger number of the wealthy who really desire what they are so often ready to affect — namely, an improved culture for themselves and a real influence over others for an improvement of their culture — will become willing to spend

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upon parlor lectures from recognized authorities a tithe of the money and time which they now spend upon afternoon teas and the opera. But especially do I think it desirable to bring about somehow that attitude of the laboring classes toward the college professor which any one who has addressed these classes both in England and in the United States feels to be so much more favorable to their real helping over there than here.

We are surprised to find here no specific mention of the University Extension movement as representing the culture side as contrasted with the scholarship side of the modern university. That enrichment of life and growth of personality which can be most effectively promoted by personal contact with men of broad scholarship and culture is one of the fruits of the extra-mural work of the modern university. Is not the University Extension movement a practical adaptation of the lyceum courses of lectures, to which Professor Ladd alludes, to the demands of the people for something which shall "amount to the systematic presentation of a given subject in order that they may carry away some genuine possession at the end of the course." In a letter written November 5, 1878, by Sidney Lanier and published in the *Atlantic Monthly*, August, 1894, he said:

Men and women leave college nowadays just at the time when they are really prepared to study with effect. There is, indeed, a vague notion of this abroad; but it remains vague. Any intelligent grown man or woman readily admits that it would be well—indeed many whom I have met sincerely desire—to pursue some regular course of thought; but there is no guidance, no organized means of any sort by which people engaged in ordinary avocations can accomplish such an aim.

This letter was written when the University Extension movement was in its infancy: in fact, twelve years before it was formally inaugurated in America. Since that date many college and university men have been endeavoring to supply to the masses of the people through systematic lecture courses that guidance and direction, the absence of which was so clearly seen by Mr. Lanier. When he said "The present miscellaneous lecture courses ought to die and be born again as schools for grown people," he was unconsciously making a plea for a movement which was formally inaugurated five years before in the organization of the Lectures Syndicate of Cambridge University, and which has since been introduced with slight modifications among every progressive people of the world. Nothing is more gratifying to the friends of popular education than to see institutions of higher education devoting their resources alike to "the advancement, by research and discovery, of science, scholarship and philosophy," and to "the diffusion as from a center of light and influence of the benefits of a liberal, genial and elevating culture over the whole nation."

"Scholarship is for the elect, but the powers that can scale its austere heights are not bred in the wilderness. The word 'culture' suggests a true analogy: the wide plains whereon the race at large must live should not be brown and arid; nor is that country beautiful or good for habitation in which small plots of green are dotted in an unkempt plain, but that which presents wide and friendly stretches of verdure, subdued by common human effort to common joy and need. American life must foster scholarship and culture alike; culture, if for no other reason, that scholarship may abound."[1]

UNIVERSITY EXTENSION AND LOCAL INSTITUTIONS.

In examining the reports of University Extension work done in this country and in England one cannot but be impressed by the growing number of local organizations or institutions under whose auspices courses of lecture-studies are given. A list of these organizations includes universities, colleges, secondary schools, women's clubs, Young Men's Christian Associations and many other institutions, each having a more or less definite educational purpose. The place which these courses of University Extension lectures occupy in the programme or curriculum of the organization or institution depends upon the

[1] "Education and Democracy," Viola Scudder, *Atlantic Monthly*, June, 1902.

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work which each of the respective organizations expects to accomplish.

One or more courses of University Extension lectures are given each year under the auspices of the State Normal School at Indiana, Pa. In so far as the arrangements are made for admitting the public to the lectures and giving to each course opportunity to exert an educational influence upon the entire community, the method pursued is not different from that followed by many other local centers, but in addition to this a definite amount of reading and written work is required of the members of the Senior Class of the Normal School.

Other institutions, such as Stanley Hall (Minneapolis, Minn.), the Frances Shimer Academy (Mt. Carroll, Ill.) and the Bradley Polytechnic Institute (Peoria, Ill.) undertake the management and supervision of such courses without requiring a definite or specific amount of work from their students.

The Chicago Kindergarten College, the Girls' Classical School (Indianapolis, Ind.), and the H. Thane-Miller School (Cincinnati, O.), conduct a number of courses each season primarily for their students. The friends of the school are frequently invited to attend the lectures, but the lectures are conducted for the direct benefit of the members of the school itself.

Other organizations, such as the Milwaukee College Endowment Association, the Women Teachers' Association (Buffalo, N. Y.), the Young Women's Christian Association of Cincinnati, the Chicago Art Institute, the Young Men's Christian Association of Chicago, the Detroit and Chicago chapters of the Daughters of the American Revolution, and numerous women's clubs, embody courses of University Extension lectures in their programmes either as special work for their own members or as a feature of the general educational work which they are conducting in their respective communities.

One need not go far to find many arguments for such an adaptation of the University Extension movement to the work of these institutions and organizations. There is a distinct advantage to the movement in that the lecturer is provided with a certain definite constituency particularly interested in the work which he is offering.

There is a double advantage to the institution:

1. It is enabled to provide for its own members courses of lectures by distinguished scholars whom they under other circumstances could not possibly have opportunity to hear.

2. It is the most effective way of bringing these institutions and organizations into direct contact with the people of their respective communities. A bond of sympathy is thus established. Each resident of the community recognizes that the institution is performing a service to the general public as well as giving definite instruction to the limited number of persons who can attend its more regular sessions.

In discussing the relation of the University Extension work done by Cambridge University (England) to the work of technical institutes and other local organizations the Local Examinations and Lectures Syndicate says in its annual report:

> It is the hope of the Syndicate that such institutions as those referred to may become centers for local lectures; and, as such, they may on certain conditions be affiliated to the university. One of the difficulties which meet the authorities of the institutions is that of securing the services of a sufficiently large staff of highly qualified teachers in a wide range of subjects. Under the local lectures scheme the authorities of such institutions may secure the services of local lecturers for a term, or a session, or longer, as the local authorities may desire, on such financial terms as to make it possible for towns of moderate size to maintain a varied curriculum and so meet the diverse needs of different classes of students. In this way efficient teaching may be obtained successively in subjects in which it would not be possible to maintain a permanent teacher. It is further possible for such members of the permanent staff of the institution as possess sufficiently high qualifications to be approved as lecturers for the purpose of this scheme.

In the co-operation of the larger universities on the one hand and the secondary schools, normal schools, schools of technology and the smaller colleges on the other, a work can be done which neither alone could hope to accomplish. As the

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possibilities of the movement are more fully recognized and the degree to which it can be utilized in extending the influence of these institutions to the masses of the people is more fully appreciated, we may expect to notice a gradual and substantial growth in work of this character.

THE LOCAL COMMITTEE'S OPPORTUNITY.

BY RICHARD G. MOULTON, PH.D.

University Extension is a co-operation between universities and great centers of population for promoting the higher education of adults. It has been so conceived since its first commencement in England, nearly thirty years ago. Professor Stuart of Cambridge was not more truly the founder of the movement than were Dr. Paton, of Nottingham, and the ladies of Sheffield, and the railway working men of Crewe. And in this country when the American association made its start, it would be easy to name prominent citizens of Philadelphia to whom the movement was as much indebted as to President James or the late Provost Pepper.

The principle of the co-operation is very simple: The university is entirely responsible for the teaching, the local management raises the funds, while the university and the locality must unite their efforts to draw the greatest educational results out of the meeting of teacher with students.

It is this last item that stands most in need of assertion just now. Most of the local friends of University Extension seem to ignore the fact that they have any responsibility for educational results. They represent the position of the old lyceum lectures; if they have done their best in choice of lectures, and if they stand prepared to pay the bills, they are apt to feel that no more can be expected of them. Educational influence they conceive to belong only to the representative of the university. Now it is true that, ultimately, the force of any system of teaching will depend upon the power of the teacher. But the machinery which brings teacher and taught together can do much to put the teacher in a favorable position for making his power felt. A lecturer is a stranger to the locality; he does not know who ought to be the vigorous workers; he has no inducements in the way of academical degrees and prizes to offer. He can only make general appeals, like the preacher, and probably his hearers have long been accustomed to receive with respectful ignoring "the foolishness of preaching," where it is not backed by something further in the way of organization. Local managers, on the other hand, are on the spot; they know the individuals, and what may be hoped for from each; they are not the teacher, but they can do much to aid in harvesting the results of teaching.

How is this to be done? The battle is half won if our local friends will recognize their responsibility in the matter. University Extension committees include some of the best people in their respective localities—successful men of business, leaders in their professions: if they once set before themselves a purpose, they will know how to fit means to ends. A simple method of keeping prominent this educational side of local management is to have it represented in a special office. A committee in organizing itself, as a matter of course, appoints a president to order its business, a secretary to conduct correspondence, a treasurer to keep the committee posted as to its financial liabilities and assets: Why should it not, equally as a matter of course, appoint a "Students' Secretary," whose function should be connected neither with finance nor with publicity, but with the securing of students, as distinguished from mere "hearers" and assisting to make the study more effective? Or in certain cases, it might be worth while to appoint a subcommittee for this express purpose. And in electing, not only such a subcommittee, but also the main board of managers, care should be taken to appoint side by side with business men, persons with influence in the educational work of the locality, and persons who, as pastors or otherwise, are

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likely to draw to the lectures those most fitted to respond to educational effort.

The most important of all recruiting grounds for students is to be found in the young men and women who have just left school; if at that impressionable yet critical age a boy or girl can be induced to undertake reading and writing in connection with a course of lectures, this may make a difference to a whole lifetime. Again, most cities have local clubs for literary or economic study, or similar study circles in connection with church organizations; judicious local management can often assist co-operation between these and the university courses to the advantage of both. It might in some cases be worth while to consider whether the management might not offer direct inducement (such as free tickets, etc.) to persons undertaking student work. It must always be remembered that the advantage of students' reading and exercises is not confined to themselves; under our system it comes back to the lecture audience as a whole in the "review hour." My lecture will be identical in two cities; the interest of the evening will be wholly different in the one and the other, according as—in the absence of paper work—I have to make the talk of the second hour myself, while in the other locality the productions and queries of eager students have made the class hour brilliant with a merit that is not my own.

Not the least important of the functions of the University Extension movement is to rouse local ambition and direct it into educational channels. The basic idea of the movement is the new conception of higher education, as not a question of three or four years, and of a fortunate class, but as a universal interest, extending side by side with other main interests of mankind throughout an individual's whole life. The machinery for realizing this great conception is only beginning to be set up; world movements are slow, and their representations in any given locality seems a small thing. But those who feel the inspiration of such a conception, and the impulse to be servants of their day and generation, can find in the unostentatious work of local management, their opportunity to be pioneers in the higher education of the future.

THE RELATION OF UNIVERSITY EXTENSION TO LITERARY CLUBS.[1]

Several years ago a prominent club woman of Philadelphia expressed to us her belief that the distinctively literary club was passing away and giving place to the more modern departmental clubs and associations for improving other people instead of one's self. Yet, in and around Pittsburg there are nearly twice as many literary or self-improvement clubs as there were at the time this remark was made. These organizations are almost exclusively of women, and through the movement for state and national federation, we are discovering many little clubs hidden away in quiet neighborhoods or in suburban towns which are quite unnoticed in our noisy city, but are greatly prized by the members who through them alone have an opportunity to breathe the finer air of the spirit and taste the flavor of the intellectual life. There has been a growing tendency among these clubs to combine for certain specific and general purposes to promote the public welfare. They are interested by the wave of enthusiasm for civic betterment and are able to recognize the power latent in organization for accomplishing reforms. But they are not ready to give up their original function as social centers for self education and means of intellectual stimulus.

This brings them quite in line with the purposes of the University Extension Society, and I believe that a better understanding and some co-operation between these clubs and the society would make them materially helpful and increase the efficiency of each.

Under present conditions the clubs are hampered by the limitations of their own member-

[1] This paper was read before the Pittsburg University Conference March 22, 1902, by Miss Beulah Kennard, representing the Twentieth Century Club, Pittsburg.

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ship. The literary efforts of those whose education was not carried beyond the Sunday school, and whose daily life and occupations are quite prosiac, must necessarily be rather crude. Much time is wasted in unprofitable discussion or desultory study which might easily be turned to good account, if only a wise leader could give it proper guidance. Many of these clubs are small, but by co-operation with other clubs or by a temporary extension of their membership, they could arrange for a University Extension course which would be an inspiration to them for future work. They would be drawn into the magnetic circle of a larger life. Their ideals would be broadened and deepened. The walks of sectionalism and ignorance of one's neighbor, which hedge in the city dweller even more than the villager, would have many breaches made by this invasion of knowledge from without and the club members could not fail to respond to the more liberal spirit which characterizes true learning. But the Extension movement also would gain by this co-operation though its gain might be less obvious. If a real working basis can be found for these two educational agencies, University Extension will have secured a permanent constituency instead of its present fluctuating one. The social spirit of the college, which is one of its lasting charms, will be found in Extension audiences as it cannot now be. There is an *esprit du corps* in the club, a feeling of solidarity and pride in the organization as a body, which closely resembles the class feeling in college. The natural and accustomed attitude of the members toward each other brings the lecturer near his audience and relieves him of the tension required to electrify so many separate, insulated human atoms. The sympathetic current is already there, and he may complete the circuit with a word. The effects of his teaching must also be more lasting in minds somewhat prepared for it and among disciples who have taken a spontaneous interest in his subject.

If the Extension for University Teaching is to become a great democratic movement, it must seize all opportunities and reach all classes of people. It is needed everywhere, not less among those who have had opportunities for culture than for those who have not. In these materialistic times, upon which we have fallen, prosperity seems to have crushed idealism out of us all. But there is no antidote for the love of money like the love of learning. It is an almost selfless passion and lifts its possessor quite out of the lower ambitions. The greatest gift which the University bestows upon a community is the personality and spirit of the man whom she sends to it. There are other men of learning among us, but they are too exclusively a good concentrated instead of a good diffused, but the Extension movement and the University Extension lectures are intent upon filling the earth with knowledge, a task in which the women's clubs will gladly bear their part.

THE PITTSBURG UNIVERSITY EXTENSION CONFERENCE.

Upon invitation of the Pittsburg University Extension Society a conference in the interest of the movement which that organization represents was held in Pittsburg, March 21–23, 1902. The purposes of the conference, as expressed in a preliminary announcement, were to bring together the various University Extension interests in and near Pittsburg; to consider programmes for the ensuing year, and to unite in securing the best lecturers at the lowest average cost; to discover the best methods of conducting University Extension work; in general, to gain inspiration from a closer contact with the university, and to receive such material benefit as must result from conference with those engaged in a work of common interest.

A preliminary meeting of representatives of the different University Extension centers was held in the lecture-room of the Bellefield Presbyterian Church the afternoon of Friday, March 21. The object of this meeting was to secure the co-operation of the local centers in arranging programmes

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for the next season. As a result, it became apparent that it would not be difficult to establish between these centers relations which would be helpful in the further extension of the work in which they are mutually interested. Much progress was made in the selection of lecturers, and many of the centers placed on file definite applications for their work for the ensuing year.

The conference was formally opened Friday evening at 8:00 P.M. in Bellefield Presbyterian Church, with an address of welcome by the Rev. Dr. Henry T. McClelland, which was appropriately responded to by the Rev. Dr. Milton Butler Pratt, president of the University Extension center at Akron, O. The principal address of the evening was given by Professor Nathaniel Butler, of the University of Chicago, on "Ideals in Education." After the address an informal reception was held, in which the delegates to the conference were given opportunity to become acquainted.

The first business session of the conference was held Saturday morning, March 22, in the lecture hall of the Carnegie Public Library, Professor H. W. Fisher, of the Pittsburg society, presiding. Miss Charlotte Elizabeth Wallace, librarian of the Hazelwood Branch Carnegie Library, Pittsburg, was elected secretary. This session of the conference was devoted to the discussion of the relation of the University Extension movement to (*a*) the public library; (*b*) public school; (*c*) literary clubs; (*d*) local educational institutions. These topics were presented by Mr. William M. Stevenson, librarian of the Carnegie Library, Allegheny, Pa.; Dr. Ida C. Bender, president of the Women Teachers' Association, Buffalo, N. Y.; Miss Beulah Kennard, of the Twentieth Century Club, Pittsburg, Pa.; and Professor J. M. Coleman, Geneva College, Beaver Falls, Pa. The object of this session was to ascertain, if possible, by conference and discussion the methods by which the most effective system of co-operation could be established between these organizations and institutions which have a common interest.

Mr. Stevenson emphasized the service which the University Extension movement has rendered in elevating the tastes of the reading public, and also recited briefly the service which the public library can render the movement in providing every possible encouragement to those who are disposed to become student members of the local Extension centers. Dr. Bender told of the organization and work of the Buffalo Women Teachers' Association, adding that University Extension was one of the agencies through which the members of the association seek not only self-improvement, but to exert a broader educational influence upon the public.

The paper of Miss Kennard, setting forth "The Relation of the University Extension Movement to Literary Clubs," is published in full in this issue. The points of contact between the University Extension movement and local educational institutions set forth by Professor Coleman are discussed at some length in another article in this issue.

Superintendent J. M. Sarver, of Canton, O.; Principal R. M. Sherrard, Allegheny, Pa.; President A. B. Church, of Buchtel College, Akron, O., and Professor Charles Zueblin, of the University of Chicago, participated in the discussion of these papers.

At the close of the forenoon session luncheon was served to the delegates to the conference by the Pittsburg Society in the Bellefield Presbyterian Church. This was a very pleasant feature of the conference.

The second business session of the conference was held Saturday afternoon, March 22, in the lecture hall of the Carnegie Library, Professor Nathaniel Butler presiding. In discussing "The Constitution, Organization, and Function of the Local Committee," Mr. E. E. Kierman, of the Pittsburg Society, emphasized the necessity of making known to the general public the object and scope of University Extension work, which he described as being broadly educational and democratic. He felt that it should not be confined to any

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particular class. Associate Professor Raymond, of the University of Chicago, in a further presentation of this same subject, said that the local committee should not think its work done when it has merely brought the lecturer and audience together, but it should seek to organize review classes and stimulate interest in the books recommended for reading. His chief plea, however, was for the comfort of the audience. He advised the establishment of a bureau of publicity to advertise the lecture courses and general purposes of the society. He touched upon the missionary spirit of University Extension — its mission of bringing culture to the uncultured. The discussion was concluded with the suggestion that each society appoint a reception committee to greet the members of the audience and to promote a general acquaintance and sociability among them.

The question of "Publicity in Connection with the Working of the University Extension Centers" was presented by Mr. Edgar G. Criswell, chairman of the Committee on Publicity for the Pittsburg Society. Mr. Criswell touched upon the necessity, and emphasized the advisability, of making systematic use of the public press and other agencies for securing publicity. He added that he had always found the attitude of the press most cordial, and closed with an appeal to the lecturers to furnish outlines of their lectures which can be made the basis of satisfactory newspaper reports. Dr. Kellogg, secretary of the Pittsburg society, added that if advertising is to be effective it must be continuous and not spasmodic. Dr. H. A. Stanton, pastor of the Shady Avenue Baptist Church, Pittsburg, proposed that at the beginning of a season large printed announcements outlining the prospective lecture courses be posted in the lobbies of the churches. He thought it probable that space for publishing programmes might be obtained in certain church bulletins.

The "Intensive Side of University Extension" was presented by Assistant Professor Walter A. Payne, secretary of the University Extension Division of the University of Chicago. He dwelt upon the influence which the unified efforts of the lecturer, committee, and librarian could exert in inducing reading and the preparation of papers to be read at the review class, and strongly urged the organization of study clubs and class-work under the direction of the lecturer. He thought that both the lecturer and committee would gain a more sympathetic comprehension of the work, and that these several interests would best be served by frequent conferences, and added that the possibilities of practical results following the delivery of University Extension lectures were quite as dependent upon the co-operation and support of the local committee as upon the efforts put forth by the lecturer.

The final summary of the points presented in this session of the conference was made by Professor R. G. Moulton. As general advice in the organization of University Extension committees, he stated that the organization should be elastic, democratic and non-sectarian. Its functions are to arrange programmes, select lecturers, provide for the comfort of the audience, encourage sociability, attend to advertising lecture courses, and to offer special encouragement to the establishment of review classes and to those who may be led to do some written work. He recommended that a subcommittee be formed within the general committee to organize classes and develop the purely educational side of the work of the center.

Professor Moulton laid special stress upon the duty of the general committee to keep the ideal of University Extension before the people — an ideal which aims to bring education to all and foster education throughout life.

Though the attendance at the conference was not large, the interest aroused amounted at times almost to enthusiasm. Great satisfaction with the outcome was expressed by the representatives of the local centers as will as by the representatives of the university. At the conclusion of the session a motion was unanimously carried "That this conference adjourn to meet in another year, the time to be fixed hereafter by correspondence with

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the secretary of the Lecture-study Department of the University of Chicago."

Saturday evening the delegates to the conference and the citizens of Pittsburg enjoyed a lecture recital of "The Alcestis of Euripides," by Professor Richard G. Moulton in the lecture hall of Carnegie Library. Representatives of the University delivered addresses in the following churches Sunday: Calvary Episcopal Church, Fourth Avenue Baptist Church, Christ Methodist Episcopal Church, First Unitarian Church, and Shady Avenue Baptist Church.

(Signed) CHARLOTTE E. WALLACE.
Secretary.

NEW LECTURERS.

The work of the Lecture-Study Department during the coming year will be materially strengthened by the addition to the staff of available lecturers of two men of wide experience and acknowledged ability.

WILLIAM HENRY HUDSON.

Professor Wm. H. Hudson, lecturer for the London Society for the Extension of University Teaching, has been appointed to a professorial lectureship in English Literature. Professor Hudson was born in London in 1863, and from an early age has been engaged in journalism, literary and dramatic criticism. For a number of years he was private secretary and literary assistant to Herbert Spencer. One of the fruits of his acquaintance and association with the great philosopher and scientist was the volume entitled *Introduction to the Philosophy of Herbert Spencer.*

In 1890 Mr. Hudson came to the United States on invitation of the Hon. Andrew D. White, at that time president of Cornell University. During the next two years he continued his literary work and acted as assistant librarian at Cornell. In 1892 he was elected professor of English Literature in the Leland Stanford Jr. University, which position he resigned in 1901 and returned to London, where he has since been devoting his time to literary work and to lecturing under the auspices of the London Society for the Extension of University Teaching.

During his ten years spent in America, Professor Hudson established a reputation as a lecturer of marked ability and power. Based upon his earlier success and the reports of his work in America, he was at once engaged by the London Society for the Extension of University Teaching, for which he has lectured with much acceptability during the past year. As an evidence of the appreciation of his services by the English University Extension centers, we need only call attention to the fact that at the time when he resigned his position with the London Society, April 1, to accept the invitation of the University of Chicago, his time for next year was almost wholly assigned to the London centers. At the time of this writing, August 1, he has but two dates remaining open for the Autumn Quarter.

Professor Hudson is perhaps even more widely known as a scholar and author than as a lecturer. Among his literary works, excluding numerous contributions to magazines, are:

The Church and the Stage; Introduction to the Philosophy of Herbert Spencer; Studies in Interpretation; Idle Hours in a Library; The Study of English Literature; The Meaning and Value of Poetry; The Famous Old Missions of California; The Life of Sir Walter Scott; The Sphinx and other Poems; The Strange Adventures of John Smith (a novel) *Rousseau and Naturalism in Thought and Morals* (in preparation).

He has also edited:

The Vicar of Wakefield; The Roger de Coverley Papers; Bacon's Essays.

Professor Hudson's courses of lectures are on Shakespeare, Browning, Tennyson, Dickens and Thackeray, English Women Novelists, and The Study of Literature.

WILLIAM CRAIG WILCOX.

The work of the Department of History will be materially strengthened during the coming year

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by the lectures of Professor Wm. C. Wilcox, of the University of Iowa, who is available during January, February and March, 1903.

Professor Wilcox was born in Pittsfield, Mass., January 16, 1867. He prepared for college in the high school at Batavia, N. Y., and graduated in 1888 from the University of Rochester with the degree of A.B. His Alma Mater conferred upon him the degree of A.M. in 1891. After four years spent in teaching in Mount Beacon Military Academy, Fiskhill, N. Y.; Mount Pleasant Military Academy, Sing Sing, N. Y., Mr. Wilcox entered the University of Chicago in 1902 as a graduate student and fellow, and remained there until 1894, when he was elected to the professorship of History in the University of Iowa.

During the past eight years Professor Wilcox has lectured with much success in a large number of University Extension centers. The following from the Cedar Rapids *Republican* will show the appreciation in which he is held in a city in which he lectured during four consecutive seasons:

> Professor Wilcox is so well and so favorably known to the literary people of Cedar Rapids, having delivered a course of lectures for three consecutive winters and unanimously called back by the council for the fourth season, that it would be difficult to say anything in his praise that would add to the very high estimation in which he is held by the people. He is known to have a brilliant mind, with the most remarkable powers of both analysis and generalization in his chosen specialty—History.

Centers desiring to secure Professor Wilcox will bear in mind that he is available after January 1 only.

AMERICAN SOCIETY FOR THE EXTENSION OF UNIVERSITY TEACHING.

Under the direction of the American Society for the Extension of University Teaching, organized in Philadelphia in 1891, a work has been performed which has exerted a tremendous influence on popular education throughout the country. This influence has necessarily been more marked in the centers of population in New Jersey, Maryland, Pennsylvania, and southern New York, but it has, nevertheless, been unmistakably felt in every section of the country. Following the example of this independent organization, leading colleges and universities East and West, even though not undertaking the direct management of the work at local centers for the extension of university teaching, have begun to perform more satisfactorily the duties which they owe to the public, apart from giving instruction to a limited number of students.

During the year 1901, the society conducted eighty-four courses of lectures in sixty-four different centers. The total number of lectures delivered was 480, while the aggregate of average attendance at lectures was 22,115. A summary of the work of the society since its organization shows that there have been delivered in the period of twelve years 1,133 courses, with 6,660 lectures and an aggregate of average attendance at lectures of 227,592.

In rendering the report for the past year, special attention is called to the fact that of the total eighty-four courses, forty-one were given in co-operation with other organizations; among them, Johns Hopkins University, Notre Dame of Maryland, Brooklyn Institute, the Board of Education of New York city, the People's Institute of New York, and many clubs and educational organizations in Philadelphia and in other cities.

Among the lecturers who were frequently called upon for the delivery of courses under the auspices of the American society during the past year were professors Frederick H. Sykes, Edward H. Griggs, and Thomas W. Surette. Six courses were also given by Professor Richard G. Moulton of the University of Chicago, during the period of his leave of absence from the University, February 15 to April 1.

The directors of the society appear to have good reason for the hopeful attitude which they assume in planning future work.

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REPORTS FROM FOREIGN FIELDS.

THE UNIVERSITY EXENSION SOCIETY, CAMBRIDGE, ENGLAND.

The latest report of the Lectures Syndicate of the University of Cambridge which has been received at this office deals with the Session 1900–1. The following extract from the report gives a brief statistical summary of the work for the year:

The number of courses delivered in the Session 1900–1 was 102. Of these, 25 were on scientific subjects, 35 on history subjects, 29 on literary subjects, and 13 on subjects in the Department of Art and Architecture. The total number of lectures was 991, while the total of average attendances was slightly in advance of the preceding session; viz., 9,597 as against 9,505. The number of persons attending the classes and doing weekly papers were also larger; viz., 2,842 as against 2,485, and 1,240 as against 1,001.

The syndicate calls attention to the increasing educational significance of the work shown by the larger number of sessional courses (24 lectures) and the increased number of certificates awarded to individual students. In some instances, special recognition has been accorded the holders of sessional certificates by the board of education.

Perhaps the most important feature of the report is that which deals with the work of the University Extension Colleges at Exeter and Colchester, and the extent to which the syndicate has been able to co-operate with local institutions located within the sphere of its influence. The syndicate has adopted special regulations which are designed to be of service, in particular, to the authorities of local institutions who desire to obtain university help and guidance in framing and carrying on suitable courses of study for adult students. A growing need for the broadening influence of work in the *Humanities* is felt in the technical institutes, and it is believed that in no other way can this need be so satisfactorily supplied as by the University Extension lectures.

In this connection attention is called to the extract from the report of the Syndicate quoted in the article on "University Extension and Local Institutions" (p. 121).

Since this report was issued Dr. R. D. Roberts, secretary of the Cambridge Syndicate, and to whom the success of its work is without doubt more largely due than to any other single individual, has been elected by the Senate of the University of London to the position of registrar for the Board to Promote the Extension of University Teaching. Dr. Roberts has accepted the position, thus severing his connection with the Cambridge Syndicate. His loss must inevitably be felt by the Cambridge centers. Dr. Roberts' years of faithful service have resulted in the organization of the work on such lines that his successor will doubtless be able to continue it without serious hindrance.

THE OXFORD DELEGACY FOR THE EXTENSION OF UNIVERSITY TEACHING.

The report of the Oxford Delegacy for the Extension of Teaching beyond the Limits of the University, 1900–1, shows a most gratifying increase in this work. The statistical results are briefly summarized in the following paragraph:

The delegates are able to report that the lecture work has not only been maintained at the high level of recent years, but in many directions shows remarkable signs of expansion and development. During the past session no less than 1,828 lectures, arranged in 177 courses, were delivered in 128 different centers. Fifty-five courses were given on history, 51 on literature, 32 on natural science, 14 on economics and political science, 12 on art and architecture, 5 on moral philosophy, 2 on geography, and 6 on other subjects. The average number of students in regular attendance was 17,785. . . . . The number of courses shows an increase of 8 as compared with last year; the number of lectures an increase of 193. The subjoined table shows the remarkable development of the work during the last six years; the "courses delivered" having increased by 50, the number of centers by 25, and the number of lectures by no less than 824.

YEARS - -	1895–6	1896–7	1897–8	1898–9	1899–1900	1900–1
No. of courses delivered	127	146	145	155	169	177
No. of centers in active work...	103	104	108	119	128	128
No. of lectures..	1,004	1,086	1,092	1,231	1,635	1,828
Average attendance	18,387	18,263	18,242	18,090	18,981	17,785

Attention is called to the gratifying increase in the number of students applying for examination;

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also to the growing number who satisfactorily meet the requirements of the examiners.

Reading College, perhaps the ripest fruit of the Extension work of the Oxford Delegacy, is reported as having made marked advance during the year. An evidence of the growing importance of this work is found in the fact that in the examination conducted by the delegacy, 44 students obtained the higher certificate of systematic study. No candidate is qualified for this certificate except "by attendance at not less than 96 lectures and classes, 72 of which must be on subjects comprised in the 'arts course,' and 24 on subjects in the science course, or *vice versa*. This certificate represents, therefore, a highly organized curriculum, and rigorous adherence to it."

An important action of the delegacy is found in its approval of the formation of a new association among its centers to be known as the Local Centers Union, the duties of which briefly stated are as follows: 1. To draw the scattered centers throughout England into closer relations *inter se*. 2. To subdivide the country into territorial districts, each with its own district secretary and with a district organization, working in conjunction with (*a*) the individual centers, (*b*) the federal union, (*c*) the delegacy itself.

The hope is expressed that within a short time a University Extension College, similar to those established at Reading by the University of Oxford, and at Exeter and Colchester by the University of Cambridge, may be developed in North Staffordshire, and in accordance with this hope, a superintending-lecturer was appointed for the purpose of giving greater cohesion to the work of the district. We shall await with interest the outcome of this action.

THE LONDON SOCIETY.

The following brief extract from the report of the London Society for the Extension of University Teaching will be of interest to our readers:

In all important respects better results were obtained than in any session since the formation of the society in 1876. The total number of courses arranged was 191, which far exceeds the number in any previous year; more than 70 per cent. of these were in regular sequence throughout the session. The following comparison shows the advance which has been made:

Session.	Number of Courses.	Entries of Students.	Certificates Awarded.
1899–1900	162	12,141	1,544
1900–1	191	13,698	1,981

The London Society joins the similar bodies of Cambridge and Oxford in expressing its gratification at the increasing number of courses of lectures on the *Humanities* delivered in polytechnic institutes. During the year 1900–1 no fewer than fifty courses were delivered on history, literature, education, geography, and economics in polytechnics and technical institutes in the city of London. These courses were attended by more than 3,000 people.

The London Society, until now an independent organization, has become an integral part of the new University of London. We have elsewhere called attention to the election of Dr. R. D. Roberts to the position of registrar for the Board to Promote the Extension of University Teaching. This action marks a most important step in the development of University Extension work in the city of London. Dr. Roberts will without doubt rise to the opportunity for the further progress of a work in the development of which he has been a central figure.

VICTORIA UNIVERSITY, MANCHESTER, ENGLAND.

The report of the University Extension Committee of the Victoria University indicates a substantial advance in its work during the past two years. The number of courses delivered has gradually risen from 53 in 1899–1900 to 70 in 1901–2. The Victoria committee places special emphasis on the distinctively educational significance of its work. Students' clubs are organized, the class-work is made prominent and examinations are regularly held in the different centers. As a result, the last annual report of the secretary, Mr. J. P. Hartog, shows that 925 students were examined, 742 of whom had attended courses of

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24 lectures, as against 763 in 1900–1, of whom 681 had attended courses of 24 lectures.

To co-operate with the Victoria University in the advancement of the University Extension work in and about Liverpool, the Society for University Extension in Liverpool and District was organized two years ago. The last annual report of the society, of which Mr. Norman Wyld, formerly docent in Biology in THE UNIVERSITY OF CHICAGO, is secretary, indicates a very satisfactory degree of progress. A practical suggestion contained in this report will not be without interest to the officers of the local centers in this country:

> A basis for continuous operations may be secured by the formation of associations in the various centers, membership in which involves the promise of a subscription for a term of years and entitles the subscriber to a ticket for each course at a reduced rate. And further, in the matter of local finance, it cannot be too strongly emphasized that success depends upon the formation of large general committees, the members of which make personal efforts to interest their acquaintances in the work of the center. Wherever this plan is followed success is practically certain, whereas if reliance is placed upon mere ordinary advertising in the press and elsewhere failure is almost equally certain.

THE LECTURE-STUDY DEPARTMENT.

Report for the Year Ending June 30, 1902.

The reports which have been received from the centers in which the work is being carried on indicate that during the past year it has been maintained at a very high level of efficiency. An examination of the statistical tables following this report appears to justify the same conclusion. During the year 190 courses of six lectures each have been delivered as compared with 139 of the preceding year and a maximum of 141 in any other year in the history of the department. The number of centers has likewise increased from 110 in 1900–1 to 140 in the year covered by this report. The average attendance for this year, 35,922, likewise marks a distinct advance over any preceding season. The departments of Sociology and Anthropology, English Language and Literature, and History continue to lead with 66, 40 and 30 courses respectively, while the Department of Biblical Literature in English follows closely with with 28 courses. In the work of the past ten years, with but two exceptions, 1898–9 and the present season, the Department of English Language and Literature has led in the total number of courses delivered, and it still leads in the total for the period with 367 courses as compared with 327 in the Department of Sociology and Anthropology.

Some disappointment has been expressed from time to time that a larger number of courses have not been given in science. The partial explanation of this is to be found in the fact that the majority of the branches of science can be studied with profit and satisfaction in the laboratory only. In so far as the lecturer is able to convert his lecture room into a laboratory and conduct his experiments and demonstrations before the audience, his subject is adapted to the University Extension method of teaching. During the past ten years the department has offered a number of courses in Geology, Botany, Astronomy, and Zoölogy, and the centers have almost without exception testified to the rare value and merit of these lectures. It is hoped that another year may show a considerable expansion in this department of University Extension work.

Of the 190 courses delivered during the year, 62 were given in Illinois (28 in Chicago and 34 in the state outside of Chicago). Ohio comes second with 32 courses, and Iowa third with 23 courses. The total number of states in which courses were delivered is fifteen.

The increasing amount of attention being given to the strictly educational side of the work by conscientious lecturers and committees is a matter for congratulation. Doubt has been expressed at times that much systematic study can be secured from the members of University Extension audiences. The experience of lecturers who have not failed to emphasize at every opportunity the importance of systematic reading and study

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as an aid to a full appreciation of the lectures, when supplemented by the supervision and management of an efficient committee, would indicate that this is a particular feature of the work in which we may expect great advance in subsequent years. In one center, no fewer than 75 papers were prepared each fortnight; in another 60, in still another 15.

Another evidence of the growing appreciation of this work is found in the increased demand for books supplied by the traveling libraries. During the year covered by this report, 88 traveling libraries containing 3,877 volumes, were sent to the different centers as compared with 44 libraries of 1,965 volumes in the preceding year.

A year ago attention was called to the provision which the university had made whereby students could continue under the direction of the lecturer work begun in the course of six lectures and secure credit for the same on the books of the University. Though a number of students took advantage of this opportunity during the past year, it is believed that many more will do so when they fully understand the significance of the present regulation.

It is believed that more people who attend the lecture-study courses are prepared to do some thorough and systematic work than is thus far indicated by definite results. What is done will depend quite largely upon the attitude of the lecturer and the local committee. If the lecturer feels that when he has lectured to his audience for an hour and later given its members an opportunity to ask questions, he has done his whole duty, little else than a lecture course, pure and simple, may be expected. If, on the contrary, he realizes that he has before him people who may by his efforts be stimulated to thoughtful study of the subject under consideration, if he assumes the attitude of the teacher, anxious to secure to each of his auditors the greatest possible good, the results will be quite different. The libraries will be more generally used, the students' clubs will be larger and more active, the number doing written work will increase, and University Extension will accordingly be placed upon a sounder and firmer basis.

That these results may be secured, it is necessary that the university and the lecturer have the hearty co-operation of efficient local committees. Provision must be made whereby the traveling library will be utilized. The committee must be active in its effort to organize students' clubs and to increase the membership of the local organizations doing co ordinate work. As increased emphasis is placed upon the educational significance of each of these courses to the individuals who may hear them, and to the communities in which they are delivered, we will note a gratifying growth in the number of twelve-lecture courses delivered. In this connection, it is interesting to know that there were 16 courses of 12 lectures each delivered, as compared with 8 as a maximum number of any preceding year.

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CONSPECTUS OF THE CENTERS AND SUMMARIES OF THE WORK OF THE LECTURE-STUDY DEPARTMENT, 1892, WITH COMPARATIVE TABLES, 1892–1902.

Center.	Lecturer and Subject.	No. of Cour. at Centers.	Date of Beginning.	Av. Lec. Attend.	Average Class Attend.
Aiken, S. C.	Thomas P. Bailey, Levels of Character in Shakespeare	1	*Nov. 7, 1901	48	48
Akron, O.	Jerome H. Raymond, European Capitals	1	Oct. 30, 1901	625	20
Algona, Ia.	J. G. C. Troop, Great Novelists	1	Oct. 24, 1901	90	50
Alhambra, Calif.	Thomas P. Bailey, Levels of Character in Shakespeare	1	Mch. 13, 1902	100	100
[1]Allegheny, Pa.	Jerome H. Raymond, European Capitals	2	Oct. 14, 1901	181	50
Alton, Ill.	Edwin E. Sparks, Men Who Made the Nation, Part I	2	Oct. 12, 1901	98	98
Alton, Ill.	Ira W. Howerth, Social Evils and Proposed Remedies	3	Jan. 7, 1902	75	65
Anderson, S. C.	Thomas P. Bailey, Levels of Character in Shakespeare	1	Oct. 18, 1901	75	75
Athens, Ga.	S. H. Clark, Spiritual Element in Tragedy	2	Mch. 7, 1902	200	200
Athens, Ga.	Charles Young, Book Studies in the New Testament	3	Jan. 8, 1902	100	100
Bay City, Mich.	J. G. C. Troop, Great Novelists	9	Jan. 30, 1902	175	75
Bloomington, Ill.	Edwin E. Sparks, Men Who Made the Nation, Part I	2	Jan. 14, 1902	200	175
Blue Island, Ill.	George E. Vincent, Public Opinion	8	Jan. 13, 1902	85	...
Braddock, Pa.	Jerome H. Raymond, European Capitals	1	Oct. 18, 1901	125	...
Buffalo, N. Y.	Charles Zueblin, Art and Life	2	Jan. 9, 1902	350	85
Canton, Ill.	Edwin E. Sparks, Men Who Made the Nation, Part II	6	Sept. 30, 1901	507	500
Canton, O.	R. G. Moulton, Reading as a Means of Biblical Study	5	Oct. 1, 1901	200	100
Cedar Rapids, Ia.	Charles Zueblin, Elements and Structure of Society	4	Sept. 30, 1901	178	75
Centralia, Ill.	Edwin E. Sparks, Men Who Made the Nation, Part I	2	Jan. 15, 1902	104	104
Charleston, Ill.	Edwin E. Sparks, Men Who Made the Nation, Part II	2	Oct. 2, 1901	350	350
CHICAGO, ILL.:					
Art Institute	James H. Breasted, Egyptian Art	9	Jan. 9, 1902	245	...
Art Institute	Alfred M. Brooks, The Art of Engraving	10	Mch. 6, 1902	44	...
Edgewater	Herbert L. Willett, Biblical Characters	6	Oct. 6, 1901	150	75
Hull House	Jerome H. Raymond, European Capitals	7	Feb. 2, 1902	400	...
Hyde Park, Y.M.C.A.	Herbert L. Willett, Beginnings of Christianity	1	Mch. 1, 1902	20	20
Kenwood Evang. Ch.	Herbert L. Willett, Studies in Wisdom Literature	14	Oct. 7, 1901	200	100
[1]Kindergarten Col.	John M. Coulter, Plants in their Environment	10	Mch. 3, 1902	25	...
Monroe St. Church	Herbert L. Willett, Early Old Testament History	1	Feb. 21, 1902	150	75
Rogers Park	Francis W. Shepardson, Studies in American Progress	4	Jan. 17, 1902	75	75
Univ. Cong. Church	N. I. Rubinkam, Music Dramas of Richard Wagner	1	Nov. 15, 1901	150	...
West End Club	Edwin E. Sparks, Men Who Made the Nation, Part II	2	Oct. 10, 1901	99	...
[1]Y. M. C. A.	Herbert L. Willett, Apocalyptic Literature	6	Oct. 7, 1901	350	175
[1]Y. M. C. A.	Herbert L. Willett, New Testament Book-Studies	8	Oct. 4, 1901	75	50
CHICAGO, U. L. A.:					
Lewis Institute	George E. Vincent, Public Opinion	1	Nov. 15, 1901	100	25
Lewis Institute	John M. Coulter, Organic Evolution	2	Jan. 10, 1902	100	25
Lewis Institute	Frederick Starr, Native Races of North America	3	Feb. 21, 1902	100	25
Lewis Institute	Jenkin Lloyd Jones, Prophets of Modern Literature	4	April 4, 1902	100	25
New England Church	J. H. Breasted, History and Civilization of Egypt	1	Nov. 2, 1901	176	176
New England Church	Albion W. Small, Problems of Democracy	2	Jan. 7, 1902	75	75
New England Church	Herbert L. Willett, Beginnings of Christianity	3	Feb. 18, 1902	75	75
New England Church	S. H. Clark, Spiritual Element in Tragedy	4	April 1, 1902	40	40
South Cong. Church	Lorado Taft, Ancient Sculpture	1	Nov. 11, 1901	173	40
South Cong. Church	R. D. Salisbury, Outline History of the Earth	2	Jan. 6, 1902	224	62
South Cong. Church	N. I. Rubinkam, Music Dramas of Richard Wagner	3	Feb. 17, 1902	185	...
South Cong. Church	Nathaniel Butler, English Literature	4	Mch. 31, 1902	118	68
Cincinnati, O.	R. G. Moulton, Literary Criticism	3	Oct. 2, 1901	100	20
Cincinnati, O.	N. I. Rubinkam, Music Dramas of Richard Wagner	5	Oct. 15, 1901	200	...
[1]Cincinnati, O.	Ira W. Howerth,[2] Modern Social Problems	2	Jan. 27, 1902	150	125
Cincinnati, O.	N. I. Rubinkam, Music Dramas of Richard Wagner	1	Jan. 29, 1902	100	...
Cincinnati, O.	Herbert L. Willett, Beginnings of Christianity	1	Feb. 9, 1902	600	300
Claremont, Calif.	Thomas P. Bailey, Levels of Character in Shakespeare	1	Jan. 23, 1902	100	90
[1]Cleveland, O.	Ira W. Howerth,[2] Modern Social Problems	2	Jan. 29, 1902	175	150
Clinton, Ia.	Edwin E. Sparks, Men Who Made the Nation, Part II	13	Oct. 9, 1901	392	79
Clinton, Ia.	Charles Zueblin, American Municipal Progress	14	Jan. 17, 1902	183	50
Columbia, S. C.	Thomas P. Bailey, Levels of Character in Shakespeare	2	Oct. 14, 1901	40	40

[1] A course of twelve lectures. [2] Six lectures of this course were given by Dr. Howerth: six by individual lecturers.

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Center.	Lecturer and Subject.	No. of Cour. at Centers.	Date of Beginning.	Av. Lec. Attendance.	Average Class Attend.
Columbus, O.	R. G. Moulton, Ancient Tragedies	2	Oct. 10, 1901	135	35
Columbus, O.	R. G. Moulton, Reading as a Means of Biblical Study	3	Oct. 10, 1901	357	127
[1]Columbus, O.	Ira W. Howerth,[2] Modern Social Problems	2	Jan. 28, 1902	334	116
Columbus, Ga.	S. H. Clark, Spiritual Element in Tragedy	3	Mch. 10, 1902	150	...
Dallas, Tex.	S. H. Clark, Spiritual Element in Tragedy	1	Mch. 23, 1902	350	...
Davenport, Ia.	Charles Zueblin, Art and Life	14	Oct. 26, 1901	250	125
Dayton, O.	R. G. Moulton, Stories as a Mode of Thinking	14	Oct. 11, 1901	200	40
Dayton, O.	Jerome H. Raymond, European Capitals	15	Jan. 10, 1902	225	...
Decatur, Ill.	Edwin E. Sparks, Men Who Made the Nation, Part II	5	Oct. 4, 1901	85	80
Delaware, O.	R. G. Moulton, Stories as a Mode of Thinking	2	Oct. 9, 1901	275	150
Des Moines, Ia.	Herbert L. Willett, History of Prophecy	2	Feb. 6, 1902	200	100
Detroit, Mich.	Edwin E. Sparks, Men Who Made the Nation, Part II	5	Jan. 11, 1902	75	...
[1]Detroit, Mich.	Ira W. Howerth,[2] Modern Social Problems	2	Jan. 30, 1902	180	158
[1]Dubuque, Ia.	Charles Zueblin, Elements and Structure of Society	9	Oct. 3, 1901	192	125
[1]East St. Louis, Ill.	Edwin E. Sparks, Men Who Made the Nation	3	Oct. 11, 1901	182	177
East Chicago, Ind.	George E. Fellows, Nation Making in 19th Century	3	Nov, 12, 1901	70	70
[1]Elwood, Ind.	J. G. C. Troop, Great Prose Writers	2	Oct. 18, 1901	200	100
Emmettsburg, Ia.	J. G. C. Troop, Great Novelists	1	Oct. 23, 1901	150	50
Estherville, Ia.	Ira W. Howerth, The Social Question	1	Nov. 1, 1901	100	35
Evanston, Ill.	Herbert L. Willett, The Life of Christ	4	Feb. 20, 1902	750	375
Findlay, O.	Charles Zueblin, Art and Life	3	Oct. 9, 1901	150	15
Flint, Mich.	Edwin E. Sparks, Men Who Made the Nation, Part II	10	Jan. 8, 1902	200	100
Fort Dodge, Ia.	Ira W. Howerth, The Social Question	2	Oct. 1, 1901	100	75
Frankfort, Ind.	J. G. C. Troop, Great Novelists	1	Feb. 20, 1902	125	15
[1]Galveston, Tex.	S. H. Clark, Spiritual Element in Tragedy	6	Mch. 26, 1902	300	...
Geneseo, Ill.	Ira W. Howerth, The Social Question	4	Oct. 7, 1901	31	10
Grinnell, Ia.	Herbert L. Willett, The Life of Christ	1	May 5, 1901	250	125
Hammond, Ind.	George E. Fellows, Nation Making in 19th Century	5	Nov. 18, 1901	105	97
Hammond, Ind.	Jerome H. Raymond, European Capitals	6	Feb. 5, 1902	95	...
Highland Park, Ill.	Edwin E. Sparks, Men Who Made the Nation, Part II	6	Jan. 3, 1902	150	150
Hillsboro, O.	Edwin E. Sparks, Men Who Made the Nation, Part I	2	Jan. 6, 1902	295	265
Hiram, O.	Herbert L. Willett, History of Prophecy	1	May 12, 1902	350	175
Houston, Tex.	S. H. Clark, Spiritual Element in Tragedy	2	Mch. 20, 1902	300	...
Humboldt, Ia.	Ira W. Howerth, The Social Question	1	Oct. 2, 1901	200	20
Independence, Ia.	J. G. C. Troop, Great Novelists	1	Oct. 8, 1901	94	33
Indiana, Pa.	Charles Zueblin. Elements and Structure of Society	2	Jan. 7, 1902	150	95
[1]Indianapolis, Ind.	Ira W. Howerth,[2] Modern Social Problems	15	Jan. 31, 1902	130	65
Jackson, Mich.	Charles Zueblin, American Municipal Progress	4	Oct. 7, 1901	150	100
Jacksonville, Ill.	Edwin E. Sparks, Men Who Made the Nation, Part I	2	Jan. 13, 1902	300	150
Joliet, Ill.	Nathaniel Butler, American Literature	21	Oct. 29, 1901	165	75
Joliet, Ill.	Frederick Starr, Mexico and the Mexicans	22	Jan. 21, 1902	197	126
Kankakee, Ill.	Charles Zueblin, Work and Wealth	6	Jan. 16, 1902	140	50
Kansas City, Mo.	Herbert L. Willett, Beginnings of Christianity	1	Feb. 2, 1902	1000	600
Kewanee, Ill.	Ira W. Howerth, The Social Question	1	Oct. 8, 1901	69	69
Kokomo, Ind.	J. G. C. Troop, Great Novelists	3	Jan. 21, 1902	100	50
Lima, O.	George E. Fellows, Close of the Century	4	Oct. 29, 1901	173	35
Long Beach, Calif.	Thomas P. Bailey, Levels of Character in Shakespere	1	Mch. 7, 1902	75	60
Los Angeles, Calif.	Thomas P. Bailey, Levels of Character in Shakespere	1	Jan. 20, 1902	230	200
Los Angeles, Calif.	Thomas P. Bailey, The Kindergarten Child	2	Jan. 24, 1902	200	175
Maquoketa, Ia.	Edwin E. Sparks, Men Who Made the Nation, Part I	1	Oct. 8, 1901	300	300
Marion, S. C.	Thomas P. Bailey, Levels of Character in Shakespere	1	Oct. 15, 1901	60	60
Marshall, Mich.	Edwin E. Sparks, Men Who Made the Nation, Part I	5	Jan. 10, 1902	140	100
Marshalltown, Ia.	Charles Zueblin, Art and Life	1	Oct. 1, 1901	150	75
Marshalltown, Ia.	Jerome H. Raymond, European Capitals	2	Jan. 20, 1902	100	...
Mason City, Ia.	J. G. C. Troop, Great Novelists	2	Oct. 7, 1901	160	100
Mattoon, Ill.	Edwin E. Sparks, Men Who Made the Nation, Part II	4	Oct. 1, 1901	150	75
MILWAUKEE, WIS:					
College End. Ass'n.	George C. Howland, Classic Italian Writers	19	Oct. 11, 1901	100	25
College End. Ass'n.	Herbert L. Willett, Master Writers of Biblical Literature	20	Oct. 4, 1901	229	...
College End. Ass'n.	Frederick Starr, Early Man in Europe	21	Jan. 8, 1902	200	190
College End. Ass'n.	Herbert L. Willett, Biblical Apocalypses	22	Feb. 26, 1902	225	...

[1] A course of twelve lectures. [2] Six lectures of this course were given by Dr. Howerth; six by individual lecturers.

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Center.	Lecturer and Subject.	No. of Cour. at Centers.	Date of Beginning.	Av. Lec. Attendance.	Average Class Attend.
[1]Milwaukee (cont.)	Ira W. Howerth,[2] Modern Social Problems	2	Feb. 1, 1902	205	200
Minneapolis, Minn.	George E. Vincent, Public Opinion	12	Oct. 12, 1901	400	...
Minneapolis, Minn.	George E. Vincent, Social Utopias	13	Oct. 13, 1901	400	...
Moline, Ill.	Charles Zueblin, Art and Life	12	Oct. 4, 1901	215	46
New Brighton, Pa.	Jerome H. Raymond, Six Social Philosophers	1	Oct. 17, 1901	35	20
New Harmony, Ind.	Jenkin Lloyd Jones, Prophets of Modern Literature	1	May 21, 1902	272	181
Niles, Mich.	Jerome H. Raymond, European Capitals	3	Jan. 9, 1902	395	...
Oak Park, Ill.	William R. Harper, History of Old Testament Prophecy.	10	Oct. 11, 1901	125	110
Oshkosh, Wis.	Herbert L. Willett, Studies in Wisdom Literature	1	Oct. 17, 1901	235	113
Oskaloosa, Ia.	Ira W. Howerth, The Social Question	1	Oct. 11, 1901	70	10
Ottawa, Ill.	Edwin E. Sparks, Men who Made the Nation, Part II	11	Oct. 10, 1901	221	220
Ottumwa, Ia.	Jerome H. Raymond, European Capitals	7	Jan. 21, 1902	600	...
Paris, Ill.	Edwin E. Sparks, Men who Made the Nation, Part II	3	Oct. 3, 1901	225	225
Pasadena, Calif.	Thomas P. Bailey, Levels of Character in Shakespere	2	Mch. 3, 1902	100	75
Peoria, Ill.	Nathaniel Butler, English Literature	10	Oct. 7, 1901	188	...
Peoria, Ill.	Albion W. Small, Problems of Democracy	11	Jan. 10, 1902	195	...
Peru, Ind.	W. M. R. French, Painting and Sculpture	3	Oct. 11, 1901	78	...
PITTSBURG, PA.:					
Univ. Extension Soc.	R. G. Moulton, Stories as a Mode of Thinking	11	Sept. 30, 1901	283	96
Univ. Extension Soc.	Charles Zueblin, American Municipal Progress	12	Jan. 6, 1902	150	100
Art Society	Charles Zueblin, Art and Life	1	Jan. 8, 1902	125	...
Hazelwood	Jerome H. Raymond, European Capitals	1	Nov. 18, 1901	161	...
Mt. Washington	Jerome H. Raymond, European Capitals	1	Jan. 18, 1902	60	10
20th Century Club	R. G. Moulton Masterpieces of Biblical Literature	3	Oct. 15, 1901	80	25
Wylie Ave.	Jerome H. Raymond, European Capitals	1	Jan. 14, 1902	125	...
Pomona, Calif.	Thomas P. Bailey, Social Character and its Evolution	1	Jan. 23, 1902	160	20
Princeton, Ill.	S. H. Clark, Poetry as a Fine Art	4	Oct. 14, 1901	275	250
Redlands, Calif.	Thomas P. Bailey, Levels of Character in Shakespeare	2	Jan. 15, 1902	200	150
Richmond, Ind.	R. G. Moulton, Shakespeare's Tragedies	7	Oct. 8, 1901	210	60
Richmond, Ind.	Charles Zueblin, Art and Life	8	Jan. 15, 1902	140	40
Riverside, Calif.	Thomas P. Bailey, Levels of Character in Shakespeare	1	Mch. 4, 1902	150	100
Rochelle, Ill.	Nathaniel Butler, American Literature	4	Oct. 2, 1901	125	100
Saginaw, E. S., Mich.	J. G. C. Troop, Great Novelists	12	Jan. 29, 1902	140	58
Sandusky, O.	R. G. Moulton, Shakespeare's Tragedies	2	Oct. 2, 1901	350	100
Santa Ana, Calif.	Thomas P. Bailey, Levels of Character in Shakespeare	1	Jan. 21, 1902	175	125
Santa Ana, Calif.	Thomas P. Bailey, The Kindergarten Child	2	Jan. 21, 1902	125	125
South Bend, Ind.	Herbert L. Willett, The Life of Christ	12	Feb. 17, 1902	300	150
Springfield, Ill.	Edwin E. Sparks, American History in Amer. Literature	13	Oct. 15, 1901	150	150
Springfield, Ill.	Wallace W. Atwood, Physiography	14	Nov. 9, 1901	150	156
Spencer, Ia.	Ira W. Howerth, Social Evils and Proposed Remedies	1	Nov. 14, 1901	93	90
St. Johns, Mich.	Edwin E. Sparks, Men who Made the Nation, Part II	2	Jan. 9, 1902	150	25
St. Paul, Minn.	Charles Zueblin, American Municipal Progress	4	Oct. 2, 1901	75	75
Sterling, Ill.	Edwin E. Sparks, Men who Made the Nation, Part II	9	Oct. 7, 1901	100	35
Storm Lake, Ia.	J. G. C. Troop, Great Novelists	1	Nov. 8, 1901	135	26
Sycamore, Ill.	Nathaniel Butler, American Literature	4	Oct. 3, 1901	65	...
Sycamore, Ill.	Nathaniel Butler, American Literature	5	Oct. 3, 1901	125	35
Tiffin, O.	Charles Zueblin, Art and Life	3	Oct. 10, 1901	250	21
Tiffin, O.	Charles Zueblin, American Municipal Progress	4	Jan. 13, 1902	208	22
Toledo, O.	Charles Zueblin, Art and Life	7	Oct. 8, 1901	450	75
Toledo, O.	Edwin E. Sparks, Men who Made the Nation, Part II	8	Jan. 7, 1902	503	503
Toledo, O.	Jenkin Lloyd Jones, Prophets of Modern Literature	9	April 1, 1902	125	...
[3]Tonawanda, N. Y.	Herbert L. Willett, Beginnings of Christianity	5	Jan. 9, 1902	200	100
Topeka, Kan.	Herbert L. Willett, History of Prophecy	1	April 1, 1902	350	175
Urbana, O.	George E. Fellows, Nation-Making in 19th Century	1	Nov. 14, 1901	60	60
Waterloo, Ia.	Ira W. Howerth, The Social Question	2	Sept. 30, 1901	75	75
Watseka, Ill.	J. G. C. Troop, Great Novelists	1	Nov. 25, 1901	75	55
Xenia, O.	George E. Fellows, Nation-Making in 19th Century	1	Oct. 4, 1901	208	47
Xenia, O.	Charles Zueblin, British Municipal Life	2	Jan. 14, 1902	200	200
[1]Youngstown, O.	Jerome H. Raymond, European Capitals	2	Oct. 22, 1901	175	20

[1] A course of twelve lectures. [2] Six lectures of this course were given by Dr. Howerth; six by individual lecturers.
[3] A course of eighteen lectures.

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GENERAL SUMMARIES, 1901–1902.

CENTERS AND COURSES.

Number of centers active during the Autumn Quarter	81
Number of courses in progress	88
Number of centers active during the Winter Quarter	77
Number of courses in progress	93
Number of centers active during the Spring Quarter	9
Number of courses in progress	9

NUMBER OF COURSES BY STATES.

Illinois		62
In Chicago	28	
Outside Chicago	34	
Ohio		32
Iowa		23
Indiana		13
Pennsylvania		12
California		11
Michigan		10
Wisconsin		7
New York		4
South Carolina		4
Texas		4
Georgia		3
Minnesota		3
Kansas		1
Missouri		1
		190
Total number of states represented		15

ATTENDANCE.

Average attendance at each lecture	189
Average attendance at each class	106
Total attendance at lectures (190 courses)	35,922
Total attendance at classes (155)	16,433

LECTURERS.

Number of lecturers engaged during the year - 27

NUMBER OF LECTURE-STUDY COURSES GIVEN BY EACH LECTURER, 1901–1902.

W. W. Atwood	1	N. I. Rubinkam	4
T. P. Bailey	15	R. D. Salisbury	1
J. H. Breasted	2	F. W. Shepardson	1
A. M. Brooks	1	A. W. Small	2
Nathaniel Butler	6	E. E. Sparks	24
S. H. Clark	8	Frederick Starr	3
J. M. Coulter	3	Lorado Taft	1
G. E. Fellows	5	J. G. C. Troop	12
W. M. R. French	1	G. E. Vincent	4
Wm. R. Harper	1	H. L. Willett	23
G. C. Howland	1	Charles Young	1
I. W. Howerth	15	Charles Zueblin	20
Jenkin Lloyd Jones	3	Individual lectures	6
R. G. Moulton	10		
J. H. Raymond	16		190

TABLE A.

INSTRUCTION AND ATTENDANCE BY QUARTERS IN THE LECTURE-STUDY DEPARTMENT, 1901–1902.

	Centers.				Instruction.			Attendance.	
	In Chicago.	In Illinois.	In Other states.	Totals.	Lecturers.	Courses given.	Traveling libraries in use.	At lectures.	At class.
Autumn, 1901	8	21	52	81	19	88	55	15,461	6,954
Winter, 1902	9	12	58	79	18	93	32	18,831	8,690
Spring, 1902	4	..	5	9	5	9	1	1,630	789
Year 1901–2	14	29	97	140	27	190	88	35,922	16,433

TABLE B.

INSTRUCTION AND ATTENDANCE BY DEPARTMENTS IN THE LECTURE-STUDY DEPARTMENT, 1901–1902.

Department.	Instruction.			Attendance	
	Lecturers.	Courses given.	New syllabi published.	Lectures.	Class.
Sociology amd Anthropology	6	66	7	11,394	4,152
English Language and Literature	6	40	1	8,030	2,197
History	3	30	1	5,924	4,487
Biblical Literature in English	4	28	1	7,396	3,670
Philosophy and Pedagogy	1	15	..	1,838	1,443
Botany	1	3	1	150	25
Art	3	3	..	295	40
Geology	2	2	1	374	218
Semitic Languages and Literatures	1	2	..	421	176
Romance Languages and Literatures	1	1	1	100	25
Totals	27	190	13	35,922	16,433

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TABLE C.

STATISTICAL REPORT OF THE LECTURE-STUDY WORK OF THE EXTENSION DIVISION OF THE UNIVERSITY OF CHICAGO, 1892–1902.

Quarter.	No. of Centers.	No. of Courses.	No. of Lecturers.	Average Attendance at Lectures.	Average Attendance at Class.	Syllabi Published.	No. of Twelve-lecture Courses.	Average No. of Lectures per Center.	Courses taken in Chicago.	Centers active in Chicago.
1892–3. Autumn	31	39	11	10,070	3,838					
Winter	52	83	20	16,443	8,217					
Spring	2	2	2	215	30					
Totals	—67	—124	—21	—26,728	—12,085	37	0	11.01+	71	24
1893–4. Autumn	33	36	17	5,129	2,880					
Winter	35	44	16	7,059	4,224					
Spring	9	9	4	1,875	1,305					
Totals	—72	—89	—17	—14,063	—8,409	17	6	6.92—	37	23
1894–5. Autumn	62	65	18	11,968	8,225					
Winter	48	52	17	9,724	8,164					
Spring	10	11	3	2,065	1,386					
Totals	—95	—128	—23	—23,757	—17,775	15	6	8.01—	29	19
1895–6. Autumn	61	72	24	14,980	7,855					
Winter	41	46	18	9,615	4,005					
Spring	4	4	2	750	500					
Totals	—81	—122	—30	—25,345	—12,360	21	6	8.89—	41	23
1896–7. Autumn	55	64	23	11,392	7,332					
Winter	61	71	21	16,759	9,600					
Spring	6	6	5	1,193	450					
Totals	—95	—141	—29	—29,344	—17,382	15	8	8.90+	56	31
1897–8. Autumn	71	79	17	16,888	6,338					
Winter	53	60	22	12,990	4,785					
Spring	2	2	2	437	372					
Totals	—92	—141	—29	—30,315	—11,495	9	6	8.91—	49	30
1898–9. Autumn	54	57	17	10,837	4,731					
Winter	61	66	18	13,866	4,294					
Spring	2	2	2	290						
Totals	—93	—125	—25	—24,993	—9,025	12	6	8.06+	25	18
1899–00. Summer	2	2	1	550						
Autumn	50	55	14	11,091	4,805					
Winter	61	67	15	17,488	7,923					
Spring	2	3	2	264	50					
Totals	—97	—127	—22	—29,693	—12,878	11	8	7.86+	21	16
1900–1. Autumn	46	55	15	11,533	3,308					
Winter	64	75	15	18,714	4,797					
Spring	8	9	2	2,560						
Totals	—110	—139	—22	—32,807	—8,105	10	7	7.58	22	14
1901–2. Autumn	81	88	19	15,461	6,954					
Winter	77	93	18	18,831	8,690					
Spring	9	9	5	1,630	789					
Totals	—140	—190	—27	—35,922	—16,433	13	16	8.14+	28	14

Total number of courses delivered - - - - - - - - - - 1,326
Total attendance at lecture courses - - - - - - - - - 272,967
Total attendance at lectures (No. of admissions) - - - - - - 1,637,802
Total number of courses delivered in Chicago - - - - - - - - 379

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TABLE D.

STATISTICAL REPORT OF NUMBER OF COURSES GIVEN IN THE LECTURE-STUDY DEPARTMENT CLASSIFIED BY SUBJECTS.

Department.	1892-3.	1893-4.	1894-5.	1895-6.	1896-7.	1897-8.	1898-9.	'99-'00.	1900-1.	1901-2.	Totals.
English Language and Literature	28	23	39	45	41	43	37	32	39	40	367
Sociology and Anthropology	28	21	38	30	23	30	38	31	22	66	327
Biblical Literature in English	7	10	6	12	10	5	8	24	28	28	138
Geology	1	3	3	1	4	..	1	..	..	2	15
History	26	15	33	9	31	32	28	31	25	30	260
Art	16	8	4	5	4	14	4	5	2	3	65
Semitic	5	..	..	3	5	2	4	..	..	2	21
Philosophy and Pedagogy	..	..	..	10	4	..	..	2	10	15	41
Neurology	..	..	..	2	..	..	..	..	..	..	2
Botany	1	..	..	2	7	11	3	2	2	3	31
Astronomy	..	1	..	1	1	..	..	..	..	..	3
Chemistry	..	1	..	1	..	..	..	..	..	..	2
Political Science	3	2	..	1	2	1	..	..	3	..	12
Political Economy	8	5	4	..	8	..	..	..	..	..	25
Physics	1	..	..	..	..	..	..	..	..	..	1
Scandinavian Literature	..	..	1	..	..	..	..	..	..	..	1
Music	..	..	..	..	1	..	..	..	..	..	1
Greek Language and Literature	..	..	..	..	..	1	..	..	..	..	1
Anatomy	..	..	..	..	..	2	2	..	..	..	4
Zöology	..	..	..	..	..	..	..	..	8	..	8
Romance Languages and Literatures	..	..	..	..	..	..	..	..	..	1	1
Totals	124	89	128	122	141	141	125	127	139	190	1326

TABLE E.

TRAVELING LIBRARIES.

During the year July, 1901, to July, 1902, twenty-four libraries were purchased, illustrating the following subjects:

Art and Life	3
European Capitals	6
Great Novelists	2
Men Who Made the Nation	2
Old Testament Prophecy	1
Studies in English Literature	2
Studies in Wisdom Literature	1
The Social Question	7

The first traveling library was sent out in October, 1892, and the reports from that date to the present are as follows:

1892-1902.	1892-3.	1893-4.	1894-5.	1895-6.	1896-7.	1897-8.	1898-9.	'99-'00.	1900-1.	1901-2.
Number volumes	1,100	1,834	1,935	2,460	3,467	3,663	3,550	3,689	3,950	4,387
[1] Number volumes sent out	1,754	2,001	2,010	1,782	3,536	3,562	2,848	2,497	1,965	3,877
Number libraries sent out	64	64	89	59	94	83	67	63	44	88
To how many states	4	5	9	7	8	8	8	9	6	9
To how many cities and towns	30	44	56	45	36	48	46	50	37	75
Number libraries purchased	....	....	27	20	30	20	12	17	12	24
Number books purchased	....	....	828	523	1398	586	642	630	535	1,051
Number books sold	....	....	242	116	274	478	896	463	249	550

The traveling libraries supplement efficiently the resources of the General Library. When the books are not in active use at University Extension centers, they form a considerable proportion of the daily circulation from the loan desk of the General Library.

[1] Counts each issue of a volume.

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II. THE CORRESPONDENCE-STUDY DEPARTMENT.

ENGLISH COMPOSITION BY CORRESPONDENCE.

EDITH FOSTER FLINT,
The University of Chicago.

Correspondence-study is popularly regarded as a make-shift—a poor substitute for the greatly-to-be-preferred work in residence. Is a person too busy, too poor, too old, to go to college? Let him do correspondence work; it won't hurt him and it may do him good. To the world at large correspondence-study is the homeopathic medicine of the educational pharmacopœia—harmless, pleasant to take, and incapable of causing shock to the feeblest constitution.

Even the arguments made for the system by the prejudiced students and teachers working under it are nearly all based on the idea of expediency. Yet it is unquestionable that strong claims may be made for it on the basis of pedagogy. And English composition, besides profiting by the convenience of the method, is fitted by nature to make the most of its pedagogic advantages and reduce to a minimum the results of its pedagogic defects.

The work in composition is divided into four courses, two of them, English I and English III, designed to be exact equivalents of the similarly named courses in residence and commanding full University credit; the others, English IV and English V, corresponding only roughly to the higher electives in residence work. English I calls for lesson papers based on a given text and for various set papers or "themes." It aims to teach the principles underlying all composition and to deal with the elements of composition—the word, the sentence, the paragraph, and the whole composition. It affords a foundation for all subsequent work in the subject. English III aims to provide drill in structure, in the organization of the larger units of thought, and to do this by giving the student practice in the various forms of composition. It assumes that mastery of mere correctness lies behind the student. English IV and English V are much more flexible courses. They do not correspond to required work in the University, do not command University credit, and hence may be adapted very generously to the needs of the individual student. In both courses the student who is interested in one particular field, as story-writing, book-reviewing, editorial-writing, etc., may concentrate most of his attention on that sort of work. At present, among those taking English IV and V are: a member of a city school-board, writing educational articles for the press; a writer of short stories for the magazines; two recent graduates of Vassar, writing college and other tales; two women who have traveled much in the tropics and in the Orient, desirous of putting their experiences into form for publication; a sub-editor of a certain series of classics for school use, getting criticisms on her material; a writer for certain western papers, getting a series of already published travel-sketches into shape for publication in book form; an editorial writer on an eastern paper writing a series of editorials.

As for the formal courses, perhaps a few excerpts from the lesson papers of III may serve to give a hint of their character. It will be understood, of course, that the work calls for the use of certain text-books and reference books dealing with the different forms of writing, and that the lessons are largely based upon them. Hence the excerpts, in order to be intelligible to the general reader have had to be from the more informal and personal parts of the papers. The following selections are taken from lessons on Description, Exposition, and Narration:

1. If sense impressions are, fundamentally, what one deals with in description, what is the range of description? What

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are the materials with which description may deal? Quote some description in which appeal is made to the sense of smell; to the ear; to the touch.

2. What is the relation between description and observation? Describe the motion of poplar leaves in the wind; of willows. In the light of your experience with the foregoing exercises, what do you think of Maupassant's dictum:

Talent consists in looking at what you are going to write of long enough and attentively enough to discover in it something that has not been seen and reported by someone else.

3. Can one hope to render the whole impression in detail of any object? Why? Did Stevenson tell all he might about the man in the following description?

In their midst David was aware of a tall man in a great coat. He had a stoop which was like a piece of courtesy, genteel and insinuating, he waved his hands plausibly as he talked, and his face was sly and handsome.

What did Stevenson do in making this description? In selecting details what sorts would you select?

Description is sometimes divided into two main sorts, artistic description and scientific description. By scientific description is meant the sort which aims merely to give information, to afford means for identification, to be useful, in short: *e. g.*, a description of a bascule bridge, a Baedeker account of London, a description of a meadow lark which would enable one merely to identify the bird, these are scientific description. They have nothing to do with the emotions. Henry James's *Essay on London*, Shelley's *Skylark* are different matters. They go beneath mere sense impressions and give the spirit and significance of that which they describe. (See Buck, p. 63, paragraph 2.)

4. Daily themes.—A good daily would be an account of the most significant thing in some one daily life. In every twenty-four hours there is a point or an event which, for you, is more important than all other happenings during that time. It may be the seeing of some thing or person, the hearing of music, the sound of a voice, the chance meeting with a friend or stranger, the glimpse of a face, the reading of a book, a bit of dialogue, the author's interpretation of the meaning which lies behind some action or event; it may be an emotion or a sensation; but whether it be of these or some one of a million other possibilities, to be a good subject for a daily it should be a thing which you, on reflection, decide is significant for that day of your life. Nothing is too absurd or too serious for this purpose; if the sight of a kitten chasing her tail bears a special meaning for you, that is the inevitable subject for your daily. The methods of presenting such varied subjects, must of course, differ widely. If you use the daily in this personal way, the method in each particular case will be likely to present itself; some cautions, however, you will need:

1) Be sure that your daily has point and meaning.

2) The scope of this kind of theme precludes anything but the briefest treatment; introductions and conclusions must be ruthlessly cut out. Begin at once with your subject, and drop it when you have made your point. The scale of the theme likewise prohibits all long-windedness and prolixity. Your success will depend on your ability to make every word, phrase, and sentence tell.

3) Because it is so intimate a kind of writing the daily should tend to be dramatic in form, crisp in style, and suggestive in appeal.

5. Write a descriptive daily.
6. Write a descriptive daily.
7. Write a descriptive daily.

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1. Would a synopsis, summary, or explanation of the purport of such books as "Origin of Species," "Social Evolution," "The Ascent of Man," be exposition?
2. Is an outline an aid to exposition? Why? In making an outline what is your own method of procedure?
3. Would exposition gain from accompanying drawings? Would description? What would be the character of the drawings in the two cases?
4. Is exposition a frequently used form of speech in writing? If so, give examples of its everyday use in your own life.

Write an exposition.

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1. What can you say of the first chapter of George Eliot's *Mill on the Floss*? Of the unity of *Middlemarch*? Of the unity and coherence of *Les Miserables*?
2. Have you read Zangwill's *Master*? If so, what can you say of the proportion of Part I?
3. Criticise the ending of Dickens's *Tale of Two Cities*.

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1. What is the most important of all the factors in the structure of a narrative? By what aid may it be secured? Give examples from literature of the most successful employment of these aids.
2. What are the two great divisions of narration? What is the test of excellence in each case?
3. By what two means may a writer give us a distinct impression of his characters? Compare the description of *Dinah* in the extract from *Adam Bede* (pages 13–15: Brewster) with that of *Bathsheba* in *Far from the Madding Crowd* (pages 19–21: Brewster).

It is obvious that by the time a student has completed this course he has done a fair amount of reading and a very considerable amount of writing. The average number of quarto pages written by an English III student is about 150 When one bears in mind the large amount of ex-

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position and argument these pages contain, and reflects that in these two fields the student gets the greater part of his indispensable drill in structure one sees that the necessity for doing all his explaining in writing is a blessing in disguise. The machinery of the course may be said to be self-feeding, and there are no waste products. For the object of the course being to teach one to express himself in writing, not only on themes. but in lesson papers, and even in letters of inquiry, etc., furthers the end of the work. All is grist that comes to the instructor's mill.

It must be understood, moreover, that most of this written work, even on the lessons, as distinguished from the themes, calls for original thought. That is, the student is required, not to paraphrase a text, but to give his personal reaction on the reading he has done, his personal criticism of literary theories and literary achievement. Work in verbal expression is essentially personal work. The effort is to help a student to express *himself*. It is not a restatement of Wordsworth's nature feeling that is asked of him, but a bit of nature viewed from his own angle of vision. This point cannot be too strongly emphasized, in view of the indissoluble connection between thought and expression — when one realizes how one's mental horizon recedes as one travels.

> "The world is so full of a number of things
> I'm sure we should all be as happy as kings"

wrote that indefatigable worker and player, Stevenson. And just how full it is and how infinite in wonder all the "things" are, one never realizes until he consciously strives to express, through the medium of some art, what he has observed.

One who has taught long by the correspondence method finds that the system works out very definite results. One finds that it brings in a mature and an earnest class of students of a rather wide range of experience and interests — a class stimulating to the instructor, who is thereby saved from the pit yawning for his profession — routine work. One finds that students outgrow their faults with unusual rapidity and completeness, because all the machinery of the course, all the attention of the instructor, can be concentrated on their individual needs. What they have is practically private tutoring, minus the disintegrating sense of private property in another's mind which the tutoring too often gives the student. One finds the work of the students to be of unusual excellence. This is doubtless due to several facts: the maturity of the students; their earnestness; their having had to think much out for themselves; and their freedom from self-consciousness. On these last two points a special word falls to be said.

The opportunity which correspondence work offers for the growth of self reliance is one of its most valuable features. Real university work is almost research work. The scholarly atmosphere, the necessary appliances are provided, the wise counsel is there for the seeking, but the impulse and the energy to carry it out the student must bring. He is not taken by the hand and gently led along flowery paths, but must hew out a way for himself, often through the solid rock. But in undergraduate work, especially when the student is young and inexperienced, and where the instructor is so conveniently at hand, counsel is too easily sought, and often too readily and too liberally given. Moreover, there is the class, a convenient body to repose upon, and be carried along as upon a wave. In correspondence work, on the other hand, an explicit letter must be written, if counsel is to be sought, and the consequence is that unless the matter be one of much difficulty even the flabbiest of minds — to reduce the situation to its lowest terms — will think it out for itself rather than write the letter. This may be the path of least resistance, but it is a path that leads to knowledge and character.

As for the blight of self-consciousness, every teacher of composition has found in this feeling on the part of his students a hindrance to good results. A student who will fail with ease and grace before a whole class in the demonstration of

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a mathematical problem, or who, unblushing, publicly tampers with the facts of history, will be all sensitiveness and prickly pride when his composition work is criticised. Especially if the subject be a personal one, or the work have the character of fiction, is this true. Toward these brain-children the student is very tender, and a word spoken of them not in the spirit of praise is felt to be in the spirit of harshness. And, feeling thus personally, the student cannot divest himself of the idea that the instructor is criticising not his work but him. This fact gives rise to many unfortunate conditions: the writer fails to get the benefit of the criticisms; he fails to write freely and frankly, to express *himself;* he seeks refuge in the colorless and the conventional. "Write my autobiography for that man?" exclaimed a woman student in residence. "Never! He's too young." But in ninety-nine cases out of a hundred the correspondence instructor is to his students a mere bodiless name, and they may send work to him with the same feeling of security with which they drop a letter into the mail-box.

Of course the situation has its drawbacks. The student misses the inspiration to be derived from a face-to-face acquaintance with his teacher. He misses the invaluable personal consultation which can never be given so freely as orally. But though much is taken much abides, and a method which attracts so competent a set of students, which draws from them work of so much excellence, and which, in the process, fosters in them ability to think for themselves, must always have strong friends at the court of reason.

LABORATORY WORK BY CORRESPONDENCE.

CHARLES J. CHAMBERLAIN,
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While it is becoming quite generally known that many university subjects can be conducted successfully by correspondence, it is only recently that laboratory work has been attempted. So far as the writer knows, his own courses in general morphology represent the first attempt to conduct laboratory work in botany by this method.

Seven years ago a student wrote to the Extension Division requesting a laboratory course in botany by correspondence. A vivid recollection of time spent in unguided and often misguided effort to increase my own knowledge of botany and at the same time perform the numerous duties of a high-school principal, led me to plan such a course as would systematize the work of those who can spare only irregular hours in the midst of other duties. The progress of the single student was so reassuring that in the following year three courses in general morphology were announced, covering the work of the three courses which form the necessary foundation for all advanced work in botany, whether the special work be morphology, physiology, taxonomy or ecology. The first course deals with algae and fungi, the second with bryophytes and pteridophytes, and the third with gymnosperms and angiosperms, each course being the equivalent of the course of the same name as conducted at the University. Material and the more difficult preparations are sent to the pupil, together with definite directions for study. Each exercise of a course is forwarded to the instructor for criticism and suggestion, and is then returned to the student. The material is carefully selected and, in some types, is sent in sufficient quantity to supply a small class. The preparations are stained so as to show the details of structure with the utmost clearness.

The course in algae and fungi as conducted at the University requires three laboratory exercises of two hours each and two lectures a week for twelve weeks: by correspondence there are twelve exercises, each covering the ground of a week's work in residence, assigned readings and a larger number of types compensating for the lack of formal lectures. About fifty types are studied, representing all the principal groups of the algae and fungi. Aside from an examination of the structure, development and relationships of the groups, which forms the most important part of

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all three courses, particular attention is given to the development of the plant body and the evolution of sex, problems which could hardly be understood if the student were to begin with more complicated forms. The ease with which these simple forms may be prepared for microscopic examination makes them favorable for those who have not yet learned to use a microscope effectively, while their simple structure makes them suitable objects for the great number of students who have not learned to "draw."

In the course in bryophytes and pteridophytes, which presupposes a knowledge of algae and fungi, special attention is given to the great problem of alternation of generations, the evolution of the sporophyte and reduction of the gametophyte. The structures involved in these fundamental problems are clearly shown in critically prepared slides. Heterospory is studied in several forms.

In the gymnosperms and angiosperms some attention is paid to the histological structure of the root, stem and leaf with a comparison of asymnosperm, monocotyl and dicotyl characters. Other subjects are the development of the flower, the development of the ovule, the development of pollen and the embryo sac, fertilization and formation of the embryo. The principles of the Engler and Prantl classification are also presented. One exercise is devoted to karyokinesis and cell formation. A comparison of critical structures with homologous structures in the pteridophytes is an important feature of this course.

Two years ago a course, Methods in Plant Histology, pre-eminently a technical course devoted to fixing, imbedding, sectioning, staining, etc., was offered and results have shown that even so technical a course as this can be pursued successfully by correspondence.

The subject of botany has made extremely rapid progress in the last decade, so that view points have changed and even the subject-matter presented in the best secondary schools is changing. By the aid of the correspondence work teachers are able to put themselves in touch with more modern views and methods, benefiting themselves and their pupils at the same time. Many graduate students desire to perfect themselves in some chosen line and thus secure a higher degree. Those who have done their botanical work several years ago, usually find that they are not able to undertake advanced work in this subject, so that it is no uncommon thing at the University of Chicago to find an undergraduate class composed largely of graduate students. Some who have had good training in college and have tried to keep up with modern methods, have done so much of the fundamental work that they would find much repetition if they should enter the general classes, and since time is precious they hesitate to undertake such work; yet, for the lack of the one-half or one-third of the work which is still unfamiliar, such students, almost without exception, have made conspicuous failures when attempting advanced work. The foundation necessary for advanced courses could have been completed very rapidly by correspondence.

A more definite idea of the character of the work may be obtained from an examination of one of the lessons.

GENERAL MORPHOLOGY OF THE ALGAE AND FUNGI. MJ.

Exercise IV Chlorophyceae (continued).

[General directions for preparing the material for microscopic study are given in the introduction.]

Read in the text-book whatever you can find concerning the following forms. Study the illustrations and compare with your material. It is not desirable that you should study your material first. The main thing now is *information*, not research. Without help from the books you could doubtless find out from your material many interesting facts in regard to these forms, but it is better to proceed as rapidly as possible toward the boundary of present knowledge, for it is only after that has been reached that any investigation, in the modern sense of the word, can be begun.

A. *Spirogyra*: 1. Study the filament. Is there an apex and a base? 2. Make a sketch, not too small, showing cell wall, gelatinous sheath, spiral chromatophore, pyrenoids and nucleus. Test for starch with iodine. 3. Note stages in conjugation and formation of zygospores. Such reproduction, where the gametes are alike in form and size, is called *isogamous*.

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B. *Zygnema:* 1. From the prepared slide draw a single cell showing the nucleus, protoplasm and two large chromatophores, each with a pyrenoid in the center. 2. Sketch stages in the conjugation. Draw a single zygospore, indicating accurately the spore coats and contents. How many chromatophores? The preparation shows several "parthenogenetic spores," *i.e.*, spores formed without conjugation. How can you distinguish these from the zygospores? 3. Compare with spirogyra.

C. *Closterium:* Make a sketch showing the obvious structures and interpreting them as well as you can.

D. *Oedogonium:* 1. Habit sketch of a filament, 2. Sketch a vegetative cell, showing contents. 3. Make a drawing of oogonia and antheridia. This plant furnishes an excellent illustration of oogamous or heterogamous reproduction. Is the plant monoecious or dioecious? 4. Is the growth apical or intercalary? What are "caps?" 5. Make a diagram of the life history. Is there a sporophyte and a gametophyte?

E. *Chara:* 1. Habit sketch. 2. Make a sketch showing oogonium and antheridium. Note the spirally-twisted filaments surrounding the oosphere and terminating in in the corona. In the antheridium — the most complicated antheridium in the plant kingdom — note the shield, manubrium, capitulum, and filaments with antherozoids. If fresh material is available, note the streaming of the protoplasm in the internodal cells. 3. Is the growth apical or intercalary?

Review of Chlorophyceae: 1. What forms of plant body are found in this group? Arrange the forms in a series beginning with the most simple and ending with the most complex. 2. Arrange the forms in a series to illustrate the evolution of sex. Include in parenthesis any forms which you have not seen but of which you may have read. 3. What forms of chromatophores in this group? 4. What coenocytic forms have you studied? 5. Which group shows greater variety in color, Chlorophyceae or Cyanophyceae? 6. Compare reproduction in the Cyanophyceae and Chlorophyceae.

In looking over the large list of those who have taken botany by correspondence it is interesting to note that many have come to the University for more advanced work. Three who have taken the doctor's degree in botany, and three of the present candidates for that honor having completed two or more Majors by correspondence. But besides those who are teaching botany, the list includes lawyers, artisans, and business men who in the midst of their daily occupations find time to improve their knowledge of a favorite subject.

The courses are so arranged that the necessary books in any single course cost less than five dollars. The only necessary apparatus is a compound microscope giving a magnification of about four hundred diameters.

Besides the courses with which the writer is personally familiar, successful work has been done in the newer field of ecology, and a carefully planned course in plant physiology is now offered. Courses in zoölogy and bacteriology are being conducted with encouraging results, and a course in physics will be offered after July, 1903.

A SUGGESTION FOR TEACHING FRENCH BY CORRESPONDENCE.

MAXIME INGRES,
The University of Chicago.

Speaking a foreign language is an art which is only acquired under the personal and immediate guidance of the instructor, and it is evident that for this purpose nothing can take the place of the oral lesson.

Besides the spoken form, however, every language has a written form, that is to say, a set of signs which represent the spoken words and which might be compared to the photograph of a painting. And just as, through photography, one can form a fairly good though necessarily incomplete idea of the painter's work, so can the written part of a language be acquired independently from the rest.

While I believe that the shortest and easiest way to learn how to write a language is to learn how to speak it, the fact that, for many students, it is impossible to come into personal contact with a competent teacher, makes it necessary for them to divide the language study and confine themselves to the written form.

For such a study the presence of the instructor is not only immaterial but even undesirable, inasmuch as the facts to be retained press themselves deeper into the memory if the student has to work them out by himself. Like every art, language follows rules which are patent in the works of the masters and codified in the books of the grammarian.

The material used, the vocabulary, is easily accessible in languages so closely related as French and English. Vocabulary is in a great

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measure acquired through context, by intuition and observation. Words are not a set of disparate and arbitrary signs. They belong to families, with a head to each and a genealogy less complicated than that of an average king. All the student needs in this respect is to be made conscious of the fact; for the rest trust to his intelligence. Besides, language is not so much a matter of vocabulary. Some of the greatest masterpieces are monochromes. It is astonishing how much can be done with relatively few words and how little, sometimes, with the aid of half a dozen dictionaries.

For a student who is unable to take *viva voce* instruction from a skilful and competent teacher, simple and precise instructions regarding pronunciation can be given at the outset so that he can perform the mental processes in pronunciation required for reading. The primary object in correspondence instruction should be to bring the student as quickly as possible to the point where he will be able to read understandingly an easy text. At that moment the battle is won. Translation should always be avoided. Carefully graded texts and specially prepared exercises based upon them can be given in such a way that from the very beginning all the written work of student is, in truth, direct composition in the language he is studying.

As an illustration, let us suppose that after a few preliminary exercises a lesson is given on the Five Senses. The new words are introduced and framed into sentences in such a way that each new one is made clear by those already known. If, for instance, the following sentence is presented: "The eyes are the organs of *sight*" — and if all the words, except the last one, are known, it is evident that without translation and without the slightest hesitation or possibility of error, the word *sight* is at once clearly and completely understood and will in its turn be a sure means of introducing other new words in the same manner.

The student feels great delight in thus taking the words unawares so to speak. Each new one represents a small victory for him and adds to his courage as well as to his knowledge. Words acquired in this way cling to the memory, penetrate its very essence and are ever ready for service. This is exactly the process by which we learn our mother tongue. Take, as an example, the word "watch." Considered alone nobody can tell its meaning. It can only be determined by the context.

While I was learning English, I was reading one day an article in a London newspaper and for the first time I came across the word "statement." The whole article was rather beyond me and I did not understand the word. I tried etymology, but that ingenious science only explains "afterwards" like a post-mortem examination. I went on reading, however, and a few paragraphs further I found the same mysterious word but this time I felt part of its meaning and before I finished the article I had met that same word five or six times, each time with a different shade. And at the end I understood it so well that up to this date I have been unable to find its French equivalent. This experience led me to formulate the following axiom which some will call a paradox: The better one knows two languages, the more difficult one finds it to translate from one into the other.

Mais revenons à nos moutons. When all the new words of the lesson have been introduced, then the exercises follow. They can be 1) questions for which the student has to write the answers, 2) answers for which the student has to formulate the questions, 3) parts of sentences left in blank and which the student has to fill in, 4) rewriting by the student of the whole lesson without, of course, the help of the lesson sheet or the book.

Each lesson being based upon a principle of grammar, the exercises will be so arranged as to illustrate it. By means of words already known to the student this principle will, moreover, be formulated into sentences and become a chapter of a grammar which the student is writing himself.

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Experiment shows that after six months a faithful student of average ability can read any book and is able to write original papers with considerable accuracy and idiomatic feeling.

The books to be read and reported upon can be so chosen as to suit the individual interest and purpose of the student or to become literary documents for subsequent studies.

Little by little the student penetrates the genius of the language, although he may perhaps not know the much too much talked about "idioms" by rote and in alphabetical order. But if, at some later period of his life, he has opportunity to study the spoken language under favorable conditions he will have nothing to unlearn; he will then merely be taught how to set in motion an already perfected machine.

CAN HISTORY BE SUCCESSFULLY TAUGHT BY CORRESPONDENCE?

FRANCES KNOX,
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The History Department of the University offers twenty-two Correspondence courses. Six of these cover in outline the history of the United States, Europe, and the oriental nations that have chiefly influenced European history; while the remaining sixteen treat important divisions of the same field in greater detail.

The method of instruction in these various courses, though differing in details according to the ideas of the instructors who prepare them, agree well enough in essentials to permit a general description: The period to be studied is divided, for a Major course, into forty, and for a Minor course into twenty, sections or lessons. It sometimes happens that when two or three of these sections deal with the same topic they are included in the same lesson paper, so that a Major course of forty lessons may in such cases be covered by twenty-five or thirty written recitations. In the first-lesson paper the student finds a list of required books, including usually one or two text-books covering the entire period, and certain other helps in the way of treatises on special topics, copies of important documents, etc., the expense of the whole amounting, on the average perhaps, to five dollars. Besides these books, which the student must have, there will also be found in the first or subsequent lesson papers additional lists for the fortunate ones who are able to purchase more widely, or who are so situated that they can avail themselves of the advantages of well-equipped libraries. In the first-lesson paper will also be found general suggestions as to methods of studying history, keeping notes, preparing maps, etc., and in each subsequent paper, more specific directions regarding the study of the particular topic which forms the subject of that lesson.

When the student has prepared the lesson as outlined, he is ready for the written recitation, which consists of answers to the list of questions accompanying each lesson paper. When this is concluded the careful student will compare his answers with the authorities used in the preparation of the lesson, and will supply in pencil any omissions or amendments. The recitation paper thus prepared is sent to the instructor, who, in the margin or in spaces left for the purpose, writes in red ink the necessary criticisms and corrections, faulty English coming in for a share of blame as well as faulty history. The paper then goes back to the student, and if any part of the criticism is not clear, he can call it up when he sends his next lesson to the instructor.

This brief outline will give a general idea of the way in which the correspondence method is applied to the teaching of history, and from it one can readily see that the method is better adapted to the study of history than to certain other subjects. For, in the first place, the materials of historical study consist chiefly of books. It is true that thorough and exhaustive historical work requires large numbers of books and also documents and other historical remains; but the History Department of the University of Chicago does not pretend to do research work by

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correspondence. It offers no graduate courses by this method, not because the method itself is not adapted to such courses, but because of the fact that only in rare cases is the correspondence student able to command the materials requisite for exhaustive work. In the college and preparatory courses, however, the case is different. In these days, when the teacher of any important period of history is able to select from a considerable number of fairly satisfactory text-books, and when other helps for obtaining a general knowledge of the subject are available at moderate cost, it is possible to place in the hands of the correspondence student enough material to enable him to pursue to excellent advantage such undergraduate courses as are usually offered in the best American colleges.

Again, the method of well-selected questions and carefully criticised written answers is, as every successful teacher of history knows, the best possible way of gauging the students' progress and correcting faulty habits of work. It stands to reason therefore, that a method which permits every lesson to be treated in this manner must be well adapted to the teaching of history. It is hardly possible for the teacher of large history classes to test each student's reading habits often enough to be sure that he is pursuing the best method; but in correspondence teaching, if the questions are properly framed, every lesson is a satisfactory test, for hurry and carelessness, and bad judgment are sure to leave their marks. Hence the correspondence student—who usually takes time to read thoroughly if for no other reason than because he knows that every page will at once be tested by an examination—is more likely to form careful and thoughtful reading habits than the student in the college class; and the habit of reading carefully is undeniably the first essential of a good history student. Moreover, the earnest and conscientious character of the great majority of correspondence students, and the serious purpose that leads them to undertake the work, makes them anxious to perform it in the very best way; so that it is possible to hold them up to a higher standard of excellence and to exert a stronger influence on their ideals of scholarship and character than is usual in the class-room, where the influence of the earnest student is often neutralized by the inattention of the idle and careless.

Experience proves that correspondence courses in history furnish excellent opportunity for the correction of bad English. They present a series of daily or weekly themes for which the student never has to rack his brains to find material, and in which all his weaknesses of spelling or composition are sure, sooner or later, to make themselves known. It is true that the correction of bad English often doubles the history teacher's work, but he has his reward in the rapid improvement that nearly always follows, and that makes each succeeding paper easier to read.

In regard to the failure to complete courses, which has always been regarded as the chief drawback to correspondence work, the writer's experience has proved that such failures can be reduced to as small a ratio in correspondence work in history, as in that of the regular class-room. Illness, pressure of other duties and want of persistence will, in both cases, cause a certain proportion of students to succumb before the completion of their work; but if given the same care that teachers of classes exercise in keeping track of their students, there is no doubt that the correspondence student (in history, at any rate), can be held just as steadily to his task. If a member of a class does not appear at a class-room recitation within a reasonable time after he is due there, the teacher at once makes an effort to find out the cause of the delinquency, and when a recitation paper fails to put in an appearance within a reasonable time after it is due, the correspondence teacher has only to adopt the same method to secure equally good results. It is because the correspondence instructor does not, in many cases, have time to do this, that so many incomplete records are found in the correspondence archives.

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But the important question after all is not whether history is capable of being successfully taught by this method, but whether it actually *is* so taught; and fortunately on this head there are many proofs of the very sort that the historian delights to honor, namely, hard, cold facts:

1. The fact that so large a proportion of the history faculty are engaged in correspondence work and are contantly adding new courses, proves that they have no serious doubts regarding its succcess. The recitation papers in history are apt to be longer than in most other subjects, and often require for their correction an amount of time and labor out of all proportion to the slight fee received by the instructors in return; hence it is safe to infer that it is no mercenary motive but only a conviction of the utility and efficiency of the work that induces them to spend so much time and energy in this direction.

2. The correspondence method in history is indorsed by practically every student who tries it, and by many of them in the most emphatic terms.

3. The uniformly high character of the class-room work in history done by correspondence students in that subject who subsequently come into residence, affords the clearest evidence of the merits of the system.

4. Teachers of history whose training in that subject has been derived exclusively from the correspondence courses of the University have, on the strength of such training, obtained and successfully held excellent positions.

5. The fact that the history department offers no graduate courses by correspondence is a negative proof that in the opinion of the faculty the courses that are offered can be successfully done.

The correspondence method of study is still in its infancy, and even those who have known it longest and most favorably still run the risk of being considered foolish enthusiasts when they venture to tell what they know to be the simple truth concerning its success; but whatever uncertainty may yet remain in regard to other studies, experience proves beyond a shadow of a doubt that the correspondence method has been applied with excellent results to the teaching of undergraduate courses in history; and when it is remembered that these results have been accomplished by instructors who have been able to give to their correspondence teaching only the scraps and remnants of time that could be spared from other duties, what may we not reasonably look for when teachers, fitted by inclination and experience for this special work, can give to it the time and attention that its importance demands?

BIBLE STUDY BY CORRESPONDENCE.

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When one surveys the field covered by correspondence courses he perceives at once that almost every subject pertinent to a liberal education may be studied by this method. Among these none holds a higher place than the Bible. It is commonly assumed by ministers and others who wish to study it in a thorough manner that the only way in which this can be accomplished is through residence at some college or university. It goes without saying that this is by far the more advantageous course whenever it can be carried out, but there are many cases in which the minister or Sunday-school teacher cannot command the requisite time or money. The question then arises, Is it possible to pursue Bible study at home in such a manner that it has the essential value of collegiate residence work?

The answer to this question is supplied at once by the plan of correspondence study which is being pursued by a large and constantly increasing number of men and women whose desire for a better acquaintance with the Scriptures is not to be defeated by the fact that they cannot enter or re-enter college. At first glance it might be surmised that correspondence work would be but a poor substitute for that of the class-room, but such is not the case. The quality of work done by correspondence students is from many points of view as satisfactory as that obtained from resident students. There are good reasons for this. The class student while he prepares the whole lesson is quite well aware that he will have opportunity for reciting only a small part of it. But in the case of the correspondence student not only is the whole ground traversed, but the recitation includes actually the entire scope of the sub-

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ject. Therefore, though the resident student has certain advantages over the one in absence, these are compensated by other features which, particularly in the study of an ancient language or a subject calling for reflection and critical investigation, turn the scales in favor of correspondence work.

To the illumination of the Bible the correspondence method has been applied with signal success as those who have tried it can attest. The biblical languages may be taken up by this method in graded series of courses in Hebrew and New Testament Greek. In addition to this, special studies in different departments of biblical literature and history are provided covering almost all the important portions of the Scriptures.

The plan pursued is very simple. Usually forty lessons constitute a course, and such a series ordinarily occupies a year for its completion. A general introductory outline containing suggestions for the preparation of the recitations is sent to the student, and then the sheets giving specific directions for each lesson are forwarded as rapidly as the student sends in his reports. These are carefully examined by the instructor and returned to the student with suggestions, and with answers to questions which are asked. At the completion of the course a certificate is given, and upon passing a final examination credit is entered on the University records.

An example may be given of the character of work required in one of the correspondence courses on the Bible. The lesson selected is from the course "Outline of Hebrew History." It treats of the land and the people, and is one of the preliminary studies before entering upon the history proper. The text-book for this course is Kent's *History of the Hebrew People*, in two volumes, and the same author's *History of the Jewish People* in one volume. For the present lesson the required readings are chapters iii and iv of Vol. I. The biblical material relevant to the subject of the lesson is then presented for careful examination under some eight heads, including the limits of Canaan, the waters of Canaan, mountains, cities, and towns, other geographical features, inhabitants, and the neighboring peoples. The biblical material included in this survey covers a large number of isolated passages, and differs in that particular from the corresponding section of an ordinary lesson in the history, where a definite portion of the Bible forms the subject of the study.

The second section of the lesson includes the recommended readings from works which are helpful for reference. These include in the present lesson the parallel portions from Kittel, Cornill, McCurdy and other authorities on the history of the Hebrew People, together with designated articles in the various Bible dictionaries and cyclopedias. These recommended readings are not required, but wherever the student is able to secure the books they are found of great help.

The third section comprises the topics for study. These in the present instance are seven in number, including such matters as the boundaries and extent of Palestine, the various divisions of the land, the characteristics of temperature, flora and fauna, the contrast of centrality and isolation, the location and character of the various peoples found in Palestine, the location and character of the bordering nations, and the chief geographical features of the country. It will be noticed that the plan of study is worked out in an orderly manner and in detail. All references to treatises are by volume and page, and to the Bible by chapter and verse.

The fourth division is the recitation paper, which calls for full and definite answers to some eight or ten questions covering the entire material included in the reading and study. Here the student gathers up and formulates in writing the results of his study for inspection, and through the exercises not only fixes in mind the details of the lesson, but furnishes his instructor the best possible means of determining his knowledge of the theme.

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The answers received in an ordinary lesson will cover from ten to twenty pages of letter-head paper, and as these are corrected and returned they form a permanent record of the work done. In addition the student is invited to present any questions which have arisen in the course of the study, unanswered in the sources consulted.

The results obtained by this plan of teaching are so satisfactory and the cost is so reasonable that it would seem that any person interested in Bible study may gratify his desire. It may of course be asserted that correspondence courses can be secured elsewhere at a lower price, but this objection is never made by those who examine the plan of work projected by the University and compare it with those offered elsewere. The cost is not to be judged by comparison with some cheaper course, but rather in comparison with the expense of residence study, most of the advantages of which are secured by the correspondence method.

ANNUAL REPORT OF THE CORRESPONDENCE-STUDY DEPARTMENT, 1901-2.

The record of the past twelve months chronicles the same steady growth that has characterized this work in previous years (Table F.) The University has depended almost entirely for extension of a knowledge of the work upon the interest and zeal of those who have made practical test of it. The amount of general advertising done is inconsequential. In view of this the consistent gain from year to year must be considered highly satisfactory.

Last year the increase was due mainly to new students who matriculated in the University for this work. This year it is traceable to former students who have registered for a second or third course. To those who are interested in the question of the real demand for correspondence instruction and its possibilities and adequacy, this is indeed significant. The number of resident students who, for the first time, have registered in this department, either to complete courses begun in residence, or to gain further credits toward their degree, has remained practically the same —165.

Reference to Table B will show that correspondence courses have been offered in 25 (counting Philosophy and Education as one) of the 31 different departments of instruction included in the Schools of Arts, Literature and Science. Notable exceptions are Physics and Chemistry. Owing to the amount and kind of apparatus used in these subjects, it has seemed impossible hitherto to offer non-resident courses in them, but beginning July 1, 1903, it is proposed to give Course o in Physics by correspondence, and announcement of this is made in the *Circular of Information* for the current year. The plan provides for loaning the student the apparatus needed for experimental purposes, for a deposit which will be returned to him at the end of the course, less deductions for breakage and wear and tear. The apparatus will be chosen and, if necessary, especially devised with reference to shipment in compact form. By thus supplying the tools, the instructor will know just what the student has to work with and how to direct him in his work.

The success which has attended correspondence instruction in such subjects as Zoölogy, Botany, and Bacteriology, leaves no room to doubt that satisfactory results can be obtained, at least in elementary courses not only in Physics, but in Chemistry and other subjects involving the handling of instruments and prepared materials. By the use of the press, the camera, and selected apparatus, practically everything the student needs, save the ability to assimilate, can be supplied. This, whatever be the method of instruction, he must possess.

That, in spite of the demands of the schoolroom and office, so large a number have completed courses (Table B) testifies to the industry and perseverance of the typical correspondence student. On the other hand, when it is remembered that no resident student is required, or rather privileged, to recite the whole of any

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lesson, but that the correspondence student writes the whole of every lesson, it is not surprising that he sometimes fails to finish his course within the allotted time.

Until recently the student was obliged to come to the University for his examination. The wisdom of mitigating this hardship by allowing him to take the test at his home under approved local supervision, is made apparent in the considerable increase — 203 as against 153 in 1900–1 — in the number of those who have taken examinations during the past year, and received credit (Table E, last column). This ready response to a liberal policy suggests that further modifications in educational, and perhaps in administrative lines, may be made with advantage. Might the scope of the work be broadened to include courses more directly suited to general needs? May it safely be accorded greater recognition by increasing the number of Majors which candidates for the Bachelor's degree may do by correspondence? To go a step further, if the ten years' test here has established the fact that these Correspondence Courses afford a peculiar discipline and foster in an especial way the qualities of accuracy, self-reliance, and initiative, has the time come to require some work of this kind from every undergraduate?

For the rest the tables speak for themselves. Particular attention may be called, however, to Table A, in which, for the first time, is shown the fact regarding registration in each of the 217 courses offered during the past year.

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TABLE A.

DETAILED CONSPECTUS OF REGISTRATION, JULY 1, 1901, TO JUNE 30, 1902, INCLUSIVE.

Departments.	Registrations holding over July 1, 1901.	New registrations.	Registrations renewed.	Total registrations.	Registrations completed.	Registrations dropped.	Registrations holding over July 1, 1902.
IA. PHILOSOPHY:							
Elementary Psychology	10	10	2	22	9	3	10
Advanced Psychology	3	2	..	5	..	3	2
Logic	3	.	..	3	1	1	1
Ethics	4	2	..	6	2	2	2
Greek and Mediæval Philosophy	3	4	..	7	1	..	6
Introduction to Kant	1	..	..	1	1	..	..
Totals	24	18	2	44	14	9	21
IB. EDUCATION:							
Educational Psychology	9	14	..	23	8	3	12
History of Education	..	7	..	7	1	1	5
Hist. of Ed. Theo. and Prac. from time of Greeks to Rise of Univ.	3	3	..	6	..	1	5
History of Education since the Renaissance	2	..	..	2	..	2	..
Study of Educational Classics	2	..	..	2	..	2	..
Philosophy of Education	5	5	1	11	4	2	5
The Method of Some Subjects in the Elementary School Curriculum	..	6	..	6	1	1	4
Special Method of Common School Studies	1	..	..	1	..	1	..
General Course in Child-Study	3	1	..	4	2	1	1
Practice and Organization of Education as Teaching	1	4	..	5	1	1	3
Organization and Management of Schools	1	..	..	1	1	..	..
Special Problems in School Administration	2	..	..	2	..	2	..
Totals	29	40	1	70	18	17	35
II. POLITICAL ECONOMY:							
Elementary Political Economy	5	8	..	13	4	5	4
Advanced Political Economy	1	4	..	5	..	1	4
Banking	..	1	..	1	1	..	..
Railway Transportation	..	2	..	2	..	1	1
Money	1	..	..	1	1	..	..
Totals	7	15	..	22	6	7	9
III. POLITICAL SCIENCE:							..
Civil Government in the United States	3	4	..	7	3	1	3
American Constitutional Law	1	2	..	3	..	..	3
Comparative Politics	3	3	..	6	2	1	3
The Elements of International Law	1	..	..	1	1	..	..
Totals	8	9	..	17	6	2	9
IV. HISTORY							
Outlines of Greek and Roman History (English Theol. Sem.)	5	..	..	5	..	4	1
Greek History (Academy)	5	7	..	12	7	1	4
Roman History (Academy)	3	4	..	7	3	..	4
History of Greece to the Death of Alexander	2	2	..	4	2	1	1
Outline History of Mediæval Europe	7	10	..	17	11	2	4
Outline Histbry of Modern Europe	6	5	..	11	3	2	6
History of Europe from 1517 to 1648	1	1	..	2	1	1	..
General View of the French Revolution	1	..	..	1	..	1	..
History of Europe in the 19th Century	3	..	..	3	1	2	..
History of England to the Accession of the Tudors	3	2	..	5	4	..	1
England from Henry VII to the Present Time	5	3	..	8	4	1	3
Outline History of Civilization	4	8	..	12	..	3	9
Outline History of U. S. from Colonization to Present Time	10	11	..	21	6	7	8
Period of Discovery and Exploration in America	2	7	..	9	3	1	5
Colonial Period and the War of the Revolution	..	1	..	1	..	..	1
Social Life in the American Colonies	..	4	..	4	2	1	1
The United States under the Articles of Confederation	2	..	..	2	1	1	..
The United States during the Period of Dominant Foreign Politics	..	1	..	1	..	..	1
The United States from 1817 to 1861	3	..	..	3	2	1	..
Totals	62	66	..	128	50	29	49

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Departments.	Registrations holding over July 1, 1901.	New registrations.	Registrations renewed.	Total registrations.	Registrations completed.	Registrations dropped.	Registrations holding over July 1, 1902.
VI. Sociology and Anthropology:							
Introduction to Sociology—							
University Students	2	3	..	5	1	2	2
English Theological Seminary Student	1	1	..	2	1	..	1
Introduction to the Study of Society	1	..	..	1	..	..	1
The Structure of Society	..	1	..	1	1	..	..
Primitive Social Control	..	1	..	1	1	..	..
The Family—English Theological Seminary Student	..	1	..	1	..	..	1
Urban Life in the United States	..	1	..	1	..	..	1
Art and the Artist Class	1	..	..	1	1	..	..
Origin of Social Institutions	..	1	..	1	1	..	..
A Study of Charities and Corrections	1	2	..	3	1	..	2
Elementary Anthropology	..	1	..	1	1	..	..
Field Work in Anthropology, 2d Major	1	..	..	1	1	..	..
" " " " 3d "	1	..	..	1	1	..	..
Old-World Prehistoric Archeology	1	1	..	2	1	1	..
Foods	1	1	..	2	1	..	1
House Sanitation	..	2	..	2	..	..	2
Totals	10	16	..	26	12	3	11
VII. Comparative Religion:							
Introduction to the History of Religion	..	3	1	4	1	1	2
Totals	..	3	1	4	1	1	2
VIII. Semitic Languages and Literatures:							
Elementary Hebrew—							
University Students	3	3	..	6	2	1	3
American Institute Students	4	2	2	8	2	4	2
Intermediate Hebrew—							
University Students	2	2	..	4	1	..	3
American Institute Students	1	3	1	5	3	..	2
Exodus and Hebrew Grammar—							
University Students	2	..	..	2	2	..	..
American Institute Students	5	2	..	8	3	1	4
Haggai, Zechariah, and Malachi—							
University Students	..	2	..	2	2	..	..
American Institute Students	1	..	..	1	..	1	..
Elementary Arabic—American Institute Students	2	..	..	2	..	2	..
Totals	20	14	4	38	15	9	14
IX. Biblical and Patristic Greek:							
Elementary New Testament Greek—							
University Students	6	3	..	9	2	2	5
American Institute Students	10	3	..	13	5	6	2
Intermediate New Testament Greek—							
University Students	1	3	1	5	..	2	3
American Institute Students	3	3	..	6	..	3	3
Advanced New Testament Greek—							
University Students	4	1	..	5	..	2	3
American Institute Students	1	2	..	3	..	1	2
New Testament Times in Palestine—							
University Student	1	..	..	1	1	..	..
English Theological Seminary Students	2	4	..	6	1	2	3
Constructive Studies in the Life of Christ—							
University Student	..	1	..	1	..	..	1
English Theological Seminary Student	..	1	..	1	..	..	1
Research Course in the Life of Christ	1	..	..	1	..	1	..
Social Teachings of Jesus	..	2	..	2	..	..	2
Totals	29	23	1	53	9	19	25

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Departments.	Registrations holding over July 1, 1901.	New registrations.	Registrations renewed.	Total registrations.	Registrations completed.	Registrations dropped	Registrations holding over July 1, 1902.
XI. Greek Language and Literature:							
Elementary Greek, 1st Mj	5	3	..	8	2	2	4
" " 2d Mj	..	1	..	1	1	..	..
Xenophon: *Anabasis*, Books II–III	1	..	..	1	..	1	..
Advanced Greek Prose Composition	..	2	..	2	..	..	2
Homer: *Iliad*, Books I–III	..	5	..	5	2	1	2
Xenophon: *Memorabilia*, and Plato: *Apology and Crito*	2	2	..	4	2	1	1
Homer: *Odyssey*	..	1	..	1	..	..	1
Herodotus: *Historiae*, Books VI–VII	..	2	..	2	1	..	1
Introductory to Greek Tragedy	..	2	..	2	..	..	2
" " the Greek Drama	..	2	..	2	2	..	..
Totals	8	20	..	28	10	5	13
XII. The Latin Language and Literature:							
Elementary Latin, 1st Mj	10	6	..	17	3	9	5
" " 2d Mj	4	2	..	6	2	2	2
Cæsar: *De Bello Gallico*, Book I	3	1	..	4	1	2	1
" " " " II	5	4	..	9	1	5	3
" " " " III–IV	1	4	..	5	2	1	2
Viri Romae	1	2	..	3	1	1	1
Nepos	1	..	..	1	..	1	..
Latin Prose Composition Based on Cæsar	3	5	..	8	3	2	3
Cicero: *Orationes*, 1st Mj	..	2	..	2	..	..	2
" " 2d Mj	1	2	..	3	3	..	..
Latin Prose Composition Based on Cicero	..	4	..	4	1	..	3
Virgil: *Æneid*, Book I	1	5	..	6	..	2	4
" " " II–III	1	..	..	1	..	1	..
" " " IV–VI	1	..	..	1	1	..	..
Virgil: Special	..	1	..	1	..	..	1
Cicero: *De Senectute*	5	7	..	12	3	3	6
Terence: *Phormio*	..	5	..	5	2	..	3
Livy	6	12	..	18	6	2	10
Advanced Latin Prose Composition	4	10	..	14	6	1	7
Cicero: *Epistulae*	1	..	..	1	1	..	..
Horace: *Odes*, Books I–III	1	6	..	7	5	..	2
Ovid	..	1	..	1	..	..	1
Catullus	..	1	..	1	1	..	..
Seneca: Latin Tragedy	1	..	..	1	..	1	..
Roman Belief with Reference to the Soul and the Life after Death	1	3	..	4	2	..	2
Totals	51	83	..	135	44	33	58
XIII. Romance Languages and Literature:							
Elementary French	12	7	..	19	4	9	6
Intermediate French	4	7	..	11	3	2	6
Modern French Novels	2	4	..	6	2	1	3
French Prose Composition	8	10	..	18	9	2	7
Comedies of Molière	..	1	..	1	..	..	1
History of French Literature	3	3	..	6	2	1	3
French Philology	4	..	..	4	2	1	1
Elementary Spanish	5	6	..	11	..	3	8
Modern Spanish Novels and Dramas	1	5	..	6	2	1	3
Spanish Prose Composition	2	..	..	2	1	..	1
Old Spanish Readings	2	..	..	2	1	1	..
Elementary Italian	1	1	..	2	2	..	..
Outline History of Italian Literature	..	1	..	1	1	..	..
Italian Novels	..	1	..	1	1	..	..
Totals	44	46	..	90	30	21	39

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Departments	Registrations holding over July 1, 1901.	New registrations.	Registrations renewed.	Total registrations.	Registrations completed.	Registrations dropped.	Registrations holding over July 1, 1902.
XIV. Germanic Languages and Literatures:							
Elementary German, 1st Mj	6	6	1	13	3	6	4
Elementary German, 2d Mj	6	9	..	15	4	4	7
Intermediate German	8	6	..	14	3	6	5
Intermediate German, Prose Composition	6	11	..	17	9	2	6
Idiomatic Vocabulary	1	..	..	1	..	1	..
German Idioms and Synonyms	7	15	..	22	5	2	15
Modern German Comedies	2	1	..	3	3	..	..
Deutsche Aufsätze und Stilübungen	4	3	..	7	3	1	3
Deutscher Satzbau	..	1	..	1	..	..	1
Outline History of German Literature	1	..	..	1	..	1	..
Totals	41	52	1	94	30	23	41
XV. English Language and Literature, and Rhetoric:							
English Composition, and Rhetoric — Eng. Theol. Sem	9	11	..	20	2	8	10
Grammar and Composition	2	..	..	2	1	1	..
Preparatory English Composition	19	28	..	47	9	9	29
English, I	46	66	..	112	26	20	66
" II	12	..	..	12	3	8	1
" III	21	35	..	56	16	9	31
" IV	4	6	..	10	5	1	4
" V	..	6	..	6	..	..	6
Preparatory English Literature	28	19	..	47	2	14	31
Masterpieces of English Literature	22	17	..	39	8	8	23
Studies in Shakespeare	4	2	..	6	2	2	2
Shakespeare: Typical Plays	..	1	..	1	..	..	1
Comedies of Shakespeare	2	5	..	7	3	1	3
Tragedies of Shakspeare	..	8	..	8	5	..	3
The English Epic	1	..	..	1	1	..	..
English Literature of the Classical Period	..	4	..	4	1	..	3
Beginnings of the English Romantic Movement	1	3	..	4	..	1	3
English Romantic Poetry (1750–1830)	1	1	..	2	2	..	..
English Romantic Poetry of the Early Nineteenth Century	5	3	..	8	2	2	4
English Essayists of the Nineteenth Century	12	3	..	15	5	4	6
English Novelists of the Nineteenth Century	7	6	..	13	5	3	5
Studies in the Works of Browning	9	4	..	13	5	3	5
Studies in the Works of Wordsworth	2	..	..	2	..	2	..
Studies in the Poetry of Tennyson	1	4	..	5	1	2	2
Studies in the Works of Walt Whitman	..	3	..	3	..	..	3
English Literature from 1832–1892	..	8	..	8	..	..	8
American Literature: The Renaissance of New England	..	7	..	7	..	1	6
Studies in Fiction	9	4	..	13	3	5	5
Modern Realistic Fiction	2	1	..	3	2	1	..
Types of the Modern Drama	2	3	..	5	2	..	3
The Short Story in English and American Literature	..	1	..	1	..	..	1
Elementary Old English	1	..	..	1	..	1	..
Totals	222	259	..	481	111	106	264
XVII. Mathematics:							
Elementary Algebra	5	4	..	9	2	4	3
Plane Geometry, 1st Mj	1	3	1	5	3	1	1
Plane Geometry, 2d Mj	..	2	..	2	2	..	..
Solid Geometry	1	6	..	7	3	..	4
College Algebra	12	7	..	19	8	5	6
Plane Trigonometry	4	9	..	13	4	1	8
Trigonometry, Special	..	3	..	3	..	..	3
Plane Analytic Geometry	2	2	..	4	1	1	2
Solid Analytic Geometry, 1st Mj	1	..	..	1	..	1	..

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Departments.	Registrations holding over July 1, 1901.	New registrations.	Registrations renewed.	Total registrations.	Registrations completed.	Registrations dropped.	Registrations holding over July 1, 1902.
XVII. Mathematics.—*Continued.*							
Calculus (Osborne's Text), 1st Mj	7	3	..	10	2	4	4
" (Byerly's Text), 1st Mj	1	..	..	1	..	1	..
" (" "), 2d Mj	2	..	..	2	..	1	1
" special	..	3	..	3	..	..	3
Theory of Equations	1	1	..	2	..	..	2
Advanced Theory of Equations, 1st Mj	1	2	..	3	..	1	2
Differential Equations	1	..	..	1	1	..	..
Analytic Mechanics	..	1	..	1	..	..	1
Analytic Statics	..	1	..	1	..	..	1
Advanced Algebra	1	1	..	2	1	..	1
Projective Geometry	1	1	..	2	2	..	..
Fourier's Heat	1	..	..	1	1	..	..
Pedagogy of Mathematics	1	1	..	2	..	1	1
Totals	43	50	1	94	30	21	43
XVIII. Astronomy:							
Elementary Astronomy	2	1	..	3	1	1	1
Analytic Mechanics	..	1	..	1	..	..	1
Totals	2	2	..	4	1	1	2
XXI. Geology:							
Physiography	4	7	..	11	2	2	7
Totals	4	7	..	11	2	2	7
XXII. Zöology:							
General Morphology of the Invertebrates, 1st Mj	..	4	..	4	..	..	4
" " " Vertebrates	2	1	..	3	..	2	1
Totals	2	5	..	7	..	2	5
XXVII. Botany:							
Elementary Plant Physiology	..	2	..	2	..	..	2
Methods in Plant Histology	1	6	..	7	3	1	3
General Morphology of the Algae and Fungi	16	9	..	25	8	10	7
" " " Bryophytes and Pteridophytes	7	7	..	14	7	1	6
" " " Gymnosperms and Angiosperms	2	3	..	5	1	1	3
" " " Spermatophytes	..	1	..	1	1	..	..
Laboratory Ecology	5	2	..	7	2	3	2
Field Ecology	6	..	..	6	3	3	..
Totals	37	30	..	67	25	19	23
XXVIII. Pathology and Bacteriology:							
Bacteriological Technique	..	2	..	2	2	..	..
Advanced Bacteriology	..	1	..	1	..	..	1
Clinical Examination of Blood and Secretions	..	1	..	1	1	..	..
Totals	..	4	..	4	3	..	1
XLI. Old Testament Literature and Interpretation:							
General View of the Period of Samuel, Saul, David, and Solomon —American Institute Student	1	..	..	1	..	1	..
English Theological Seminary Student	1	..	..	1	..	1	..
Old Testament Prophecy	..	1	..	1	..	..	1
" " Worship	..	1	..	1	..	..	1
Totals	2	2	..	4	..	2	2
XLII. New Testament Literature and Interpretation:							
Life of Christ in Connection with the Gospel of Luke — University Student	1	2	..	3	..	..	3
American Institute Students	2	1	1	4	2	1	1
Life of Christ in Connection with the Gospel of John — University Student	1	..	..	1	..	..	1

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Departments.	Registrations holding over July 1, 1901.	New registrations.	Registrations renewed.	Total registrations.	Registrations completed.	Registrations dropped.	Registrations holding over July 1, 1902.
XLII. New Testament Literature and Interpretation.—*Cont.*							
American Institute Students	2	..	..	2	1	1	..
The Acts of the Apostles—American Institute Student	1	1	..	2	1	..	1
Totals	7	4	1	12	4	2	6
XLIV. Systematic Theology:							
Apologetics—English Theological Seminary	..	3	..	3	1	..	2
Totals	..	3	..	3	1	..	2
XLV. Church History:							
Church History Prior to Constantine—English Theological Seminary	2	3	..	5	..	2	3
Origen and Augustine	..	1	..	1	1	..	..
The Ecumenical Councils	..	1	..	1	1	..	..
The Missions to the Northern and Western Tribes	..	1	..	1	1	..	..
Totals	2	6	..	8	3	2	3
XLVI. Homiletics:							
Outline course on Homiletics—English Theological Seminary	8	7	..	15	4	4	7
Constructive Homiletics—English Theological Seminary	..	3	..	3	1	..	2
Totals	8	10	..	18	5	4	9
Library Science:							
Technical Methods of Library Science	11	12	..	23	8	..	15
Totals	11	12	..	23	8	..	15
Grand totals	673	799	13[1]	1485	438	339	708

TABLE B.

SUMMARY OF DETAILED CONSPECTUS OF REGISTRATION, JULY 1, 1901 TO JUNE 30, 1902, INCLUSIVE.

IA. Philosophy	24	18	2	44	14	9	21
IB. Education	29	40	1	70	18	17	35
II. Political Economy	7	15	..	22	6	7	9
III. Political Science	8	9	..	17	6	2	9
IV. History	62	66	..	128	50	29	49
VI. Sociology and Anthropology	10	16	..	26	12	3	11
VII. Comparative Religion	..	3	1	4	1	1	2
VIII. Semitic Languages and Literatures	20	14	4	38	15	9	14
IX. Biblical and Patristic Greek	29	23	1	53	9	19	25
XI. Greek Language and Literature	8	20	..	28	10	5	13
XII. Latin Language and Literature	51	83	1	135	44	33	58
XIII. Romance Languages and Literatures	44	46	..	90	30	21	39
XIV. Germanic Languages and Literatures	41	52	1	94	30	23	41
XV. The English Language and Literature and Rhetoric	222	259	..	481	111	106	264
XVII. Mathematics	43	50	1	94	30	21	43
XVIII. Astronomy	2	2	..	4	1	1	2
XXI. Geology	4	7	..	11	2	2	7
XXII. Zoölogy	2	5	..	7	..	2	5
XXVII. Botany	37	30	..	67	25	19	23
XXVIII. Pathology and Bacteriology	..	4	..	4	3	..	1
XLI. Old Testament Literature and Interpretation	2	2	..	4	..	2	2
XLII. New Testament Literature and Interpretation	7	4	1	12	4	2	6
XLIV. Systematic Theology	..	3	..	3	1	..	2
XLV. Church History	2	6	..	8	3	2	3
XLVI. Homiletics	8	10	..	18	5	4	9
Library Science	11	12	..	23	8	..	15
Totals	673	799	13[1]	1485	438	339	708

[1] This represents only those whose time expired on or before June 30, 1901, who reinstated during the scholastic year 1901–2. In addition to these there were *61* whose time expired during 1901–2 who reinstated *during* the same year.

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TABLE C.

STATISTICS OF MATRICULATION, JULY 1, 1901, TO JUNE 30, 1902, INCLUSIVE.

Geographical distribution.	Men.	Women.	Total.	Geographical distribution.	Men.	Women.	Total.
Alabama	..	4	4	North Dakota	3	..	3
Arizona	3	..	3	Ohio	8	9	17
Arkansas	1	2	3	Oklahoma	1	2	3
California	7	13	20	Oregon	2	..	2
Colorado	2	3	5	Pennsylvania	7	13	20
Connecticut	1	3	4	Rhode Island	1	1	2
District of Columbia	1	2	3	South Carolina	1	1	2
Florida	1	..	1	South Dakota	2	2	4
Georgia	2	5	7	Tennessee	1	5	6
Illinois	10	20	30	Texas	2	5	7
Indiana	3	8	11	Utah	1	..	1
Iowa	9	8	17	Vermont	1	..	1
Kansas	2	3	5	Virginia	..	3	3
Kentucky	3	1	4	Washington	1	1	2
Louisiana	..	3	3	West Virginia	1	..	1
Maine	..	1	1	Wisconsin	4	5	9
Maryland	4	2	6	Wyoming	1	..	1
Massachusetts	6	14	20	Canada:			
Michigan	4	9	13	Nova Scotia	1	..	1
Minnesota	..	7	7	Ontario	1	..	1
Mississippi	..	3	3	Quebec	..	1	1
Missouri	9	3	12	England	1	..	1
Montana	1	5	6	Japan	1	..	1
Nebraska	3	1	4				
New Hampshire	..	2	2	Totals by Sexes	127	202	329
New Jersey	1	10	11	Totals by Classification:			
New Mexico	..	1	1	Graduate	34	40	74
New York	11	19	30	Undergraduate	93	162	255
North Carolina	2	2	4				

There were in addition *twenty* students who complied with the conditions for entering the correspondence courses offered in the English Theological Seminary, and *nine* who entered for the first time upon correspondence courses through the American Institute of Sacred Literature. Neither the English Theological Seminary students nor the American Institute students, however, are required to matriculate in the University.

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TABLE D.

STATISTICS OF ENROLMENT, JULY 1, 1901, TO JUNE 30, 1902, INCLUSIVE.

Geographical distribution.	Men.	Women.	Total.
Alabama	4	5	9
Alaska	1	..	1
Arizona	3	3	6
Arkansas	4	3	7
California	15	18	33
Colorado	7	12	19
Connecticut	7	10	17
Delaware	..	1	1
District of Columbia	6	3	9
Florida	2	5	7
Georgia	11	14	25
Hawaiian Island	..	1	1
Idaho	3	1	4
Illinois	104	127	231
Indiana	22	24	46
Indian Territory	1	..	1
Iowa	17	44	61
Kansas	18	20	38
Kentucky	12	12	24
Louisiana	7	6	13
Maine	3	6	9
Maryland	6	8	14
Massachusetts	16	36	52
Michigan	16	23	39
Minnesota	6	22	28
Mississippi	2	5	7
Missouri	21	23	44
Montana	5	11	16
Nebraska	8	10	18
Nevada	1	..	1
New Hampshire	1	5	6
New Jersey	8	21	29
New Mexico	3	3	6
New York	35	49	84
North Carolina	4	7	11
North Dakota	6	4	10
Ohio	26	40	66
Oklahoma	1	3	4
Oregon	3	..	3
Pennsylvania	20	40	60
Philippine Islands	..	1	1
Rhode Island	2	3	5
South Dakota	5	7	12
South Carolina	4	12	16
Tennessee	5	9	14
Texas	17	16	33
Utah	2	4	6
Vermont	2	..	2
Virginia	4	5	9
Washington	4	8	12
West Virginia	4	2	6
Wisconsin	16	24	40
Wyoming	1	1	2
Australia	1	..	1
Bermuda	1	..	1
Brazil	1	..	1
Canada:			
Manitoba	1	..	1
Nova Scotia	1	1	2
Ontario	2	3	5
Pr. E. Island	1	..	1
Quebec	4	..	4
Ceylon	1	..	1
China	1	1	2
England	1	1	2
France	1	..	1
India	1	..	1
Japan	5	..	5
Total number different students	525	724	1,249

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TABLE E.

STATISTICS OF INSTRUCTION, REGISTRATION, AND CREDIT, JULY 1, 1901, TO JUNE 30, 1902.

Departments.	Instruction.		Registration.			Credit Given.	
	Instructors.	Majors.	Men.	Women.	Total.	Registrations completed.	University credit given.
I A. Philosophy	5	6	25	19	44	14	3
I B. Education	10	10½	35	35	70	18	3
II. Political Economy	2	4½	18	4	22	6	1
III. Political Science	1	4	11	6	17	6	..
IV. History	7	16½	56	72	128	50	17
VI. Sociology and Anthropology	9	13	14	12	26	12	9
VII. Comparative Religion	2	1	2	2	4	1	..
VIII. Semitic Languages and Literatures	2	3	35	3	38	15	..
IX. Biblical and Patristic Greek	4	5	37	16	53	9	1
XI. Greek Language and Literature	4	9½	12	16	28	10	2
XII. Latin Language and Literature	4	21	34	101	135	44	26
XIII. Romance Languages and Literatures	7	14	25	65	90	30	11
XIV. Germanic Languages and Literatures	8	9½	32	62	94	30	23
XV. English Language and Literature and Rhetoric	12	25½	137	344	481	111	39
XVII. Mathematics	4	23	53	41	94	30	3
XVIII. Astronomy	1	2	3	1	4	1	..
XXI. Geology	2	1	7	4	11	2	..
XXII. Zoölogy	3	2	6	1	7	..	2
XXVII. Botany	5	8	34	33	67	25	18
XXVIII. Pathology and Bacteriology	1	3	2	2	4	3	..
XLI. Old Testament Literature and Interpretation	3	3	3	1	4	..	..
XLII. New Testament Literature and Interpretation	1	2½	6	6	12	4	..
XLIV. Systematic Theology	1	1	2	1	3	1	..
XLV. Church History	2	4	8	..	8	3	3
XLVI. Homiletics	2	2	17	1	18	5	2
Library Science	1	1	6	17	23	8	..
Totals	103[1]	195½	620	865	1485	438	163[2]

[1] Total number of *different* instructors was *94*. Nine gave instruction in two departments.

[2] Final examination was passed on *41* other courses by students who will be duly credited with the same as soon as they have gained a record of residence work.

TABLE F.

SUMMARY OF REGISTRATION BY YEARS, OCTOBER 1, 1892 (DATE OF ORGANIZATION), TO JUNE 30, 1902, INCLUSIVE.

	1892-3.	1893-4.	1894-5.	1895-6.	1896-7.	1897-8.	1898-9.	1899-00.	1900-1.	1901-2.
Holding over	..	85	139	220	284	412	488	472	540	673
New registrations	..	124	172	261	355	469	522	676	753	799
Lapsed courses renewed	..	...	...	...	...	[1]	5[2]	10[3]	18[4]	13[5]
Total registration	93	209	311	481	641	881	1,015	1,158	1,311	1,485
Registrations completed	4	38	63	106	127	182	282	336	392	438
Registrations dropped	4	32	28	89	102	211	261	282	246	339

[1] There were *5* students whose time expired during the scholastic year 1897-8 who reinstated in their respective courses *during* that year.

[2] This represents only those whose time expired on or before June 30, 1898, who reinstated during the scholastic year 1898-9. In addition to these there were *34* whose time expired during 1898-9, who reinstated *during* the same year.

[3] This represents only those whose time expired on or before June 30, 1899, who reinstated during the scholastic year 1899-1900. In addition to these there were *25* whose time expired during 1899-1900, who reinstated *during* the same year.

[4] This represents only those whose time expired on or before June 30, 1900, who reinstated during the scholastic year 1900-1. In addition to these there were *44* whose time expired during 1900-1, who reinstated *during* the same year.

[5] This represents only those whose time expired on or before June 30, 1901, who reinstated durrng the scholastic year 1901-2. In addition to these there were *61* whose time expired during 1901-2. who reinstated *during* the same year.

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TABLE G.

STATISTICS OF INSTRUCTORS BY DEPARTMENTS, JULY 1, 1901, TO JUNE 30, 1902, INCLUSIVE.

I.A. PHILOSOPHY - - - - - - - - - - 5
Professor James H. Tufts, Instructor Addison W. Moore, Associate Amy E. Tanner, Non-resident Reader Daniel P. MacMillan, Non-resident Reader Henry W. Stuart.

I.B. EDUCATION - - - - - - - - - - 10
Professor John Dewey, Professor Ella F. Young, Assistant Professor George H. Locke, Instructor Addison W. Moore, Associate Amy E. Tanner, Lecturer Charles A. McMurry, Non-resident Reader Frank A. Manny, Non-resident Reader Daniel P. MacMillan, Non-resident Reader Henry W. Stuart, Non-resident Reader Fred W. Smedley.

II. POLITICAL ECONOMY - - - - - - - - 2
Assistant Professor William Hill, Instructor Ira W. Howerth.

III. POLITICAL SCIENCE - - - - - - - - 1
Instructor Henry R. Hatfield.

IV. HISTORY - - - - - - - - - - - - 7
Professor George S. Goodspeed, Associate Professor John W. Moncrief, Assistant Professor George E. Fellows, Assistant Professor Francis W. Shepardson, Instructor Ralph C. H. Catterall, Assistant Frances A. Knox, Docent Agnes M. Wergeland.

VI. SOCIOLOGY AND ANTHROPOLOGY - - - 9
Professor Charles R. Henderson, Associate Professor Marion Talbot, Associate Professor Frederick Starr, Associate Professor William I. Thomas, Associate Professor George E. Vincent, Associate Professor Charles Zueblin, Instructor Ira W. Howerth, Non-resident Reader Ralph G. Kimble, Non-resident Reader Elizabeth B. Raycroft.

VII. COMPARATIVE RELIGION - - - - - - 2
Professor George S. Goodspeed, Non-resident Reader Laetitia M. Conard.

VIII. SEMITIC LANGUAGES AND LITERATURES - 2
Non-resident Professor Frank K. Sanders, Non-resident Reader Oscar T. Morgan.

IX. BIBLICAL AND PATRISTIC GREEK - - - 4
Professor Shailer Mathews, Assistant Professor Clyde W. Votaw, Associate Edgar Goodspeed, Non-resident Reader John W. Bailey.

XI. GREEK LANGUAGE AND LITERATURE - - 4
Professor Edward Capps, Non-resident Assistant Professor Frank M. Bronson, Non-resident Assistant Professor Theodore C. Burgess, Assistant John D. Wolcott.

XII. LATIN LANGUAGE AND LITERATURE - - 4
Associate Professor Frank J. Miller, Assistant John D. Wolcott, Non-resident Reader Willard K. Clement, Non-resident Reader Frances Pellett.

XIII. ROMANCE LANGUAGES AND LITERATURES - 7
Associate Professor Karl Pietsch, Assistant Professor George C. Howland, Assistant Professor Maxime Ingres, Instructor Theodore L. Neff, Reader Merritt L. Hoblit, Non-resident Reader Mary C. Cameron, Non-resident Reader Percy B. Burnet.

XIV. GERMANIC LANGUAGES AND LITERATURES 8
Professor Starr W. Cutting, Assistant Professor Camillo von Klenze, Instructor Paul O. Kern, Non-resident Instructor Johann W. B. Jonas, Instructor Herman B. Almstedt, Associate Phillip S. Allen, Associate Martin Schütze, Non-resident Reader Frederick O. Schub.

XV. THE ENGLISH LANGUAGE AND LITERATURE, AND RHETORIC - - - - - - - - 12
Professor William D. MacClintock, Assistant Professor Albert H. Tolman, Assistant Professor Myra Reynolds, Assistant Professor William V. Moody, Assistant Professor Jared G. C. Troop, Instructor Oscar L. Triggs, Instructor Porter L. MacClintock, Assistant James W. Linn, Assistant Robert W. Bruére, Assistant Maude L. Radford, Reader George L. Marsh, Non-resident Reader Edith B. F. Flint.

XVII. MATHEMATICS - - - - - - - - - 4
Professor Eliakim H. Moore, Assistant Professor Jacob W. A. Young, Assistant Professor Herbert E. Slaught, Non-resident Assistant Professor William Hoover.

XVIII. ASTRONOMY - - - - - - - - - 1
Instructor Forest R. Moulton.

XXI. GEOLOGY - - - - - - - - - - - 2
Reader Fred H. H. Calhoun, Non-resident Reader Henry B. Kümmel.

XXII. ZOÖLOGY - - - - - - - - - -
Instructor Charles M. Child, Reader William L. Tower, Non-resident Reader William J. Moenkhaus.

XXVII. BOTANY - - - - - - - - - -
Professor Charles R. Barnes, Instructor Charles J. Chamberlain, Associate Henry C. Cowles, Assistant Burton E. Livingstone, Assistant Harry N. Whitford.

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XXVIII. PATHOLOGY AND BACTERIOLOGY - - 1
Non-resident Reader Howell E. Davies.

XLI. OLD TESTAMENT LITERATURE AND INTERPRETATION - - - - - - - - - 3
Professor William R. Harper, Associate John M. P. Smith, Non-resident Reader Oscar T. Morgan.

XLII. NEW TESTAMENT LITERATURE AND INTERPRETATION - - - - - - - - - 1
Non-resident Reader Thomas A. Hoben.

XLIV. SYSTEMATIC THEOLOGY - - - - - - 1
Professor George B. Foster.

XLV. CHURCH HISTORY - - - - - - - - 2
Professor Eri B. Hulbert, Professor Franklin Johnson.

XLVI. HOMILETICS - - - - - - - - - 2
Professor Galusha Anderson, Professor Franklin Johnson.

LIBRARY SCIENCE - - - - - - - - - - 1
Cataloguer Josephine Robertson.

Total - - - - - - - - - - - 108

TABLE H.

STATISTICS OF INSTRUCTORS BY COLLEGIATE RANK, JULY 1, 1901, TO JUNE 30, 1902, INCLUSIVE.

PROFESSORS - - - - - - - - - - 17
Galusha Anderson, Charles Reid Barnes, Edward Capps, Starr Willard Cutting, John Dewey, George Burman Foster, George Stephen Goodspeed (IV and VII), William Rainey Harper, Charles Richmond Henderson, Eri Baker Hulbert, Franklin Johnson (XLV and XLVI), William Darnall McClintock, Shailer Mathews, Eliakim Hastings Moore, Frank K. Sanders (non-resident), James Hayden Tufts, Ella Flagg Young.

ASSOCIATE PROFESSORS - - - - - - - 8
Frank Justus Miller, John Wildman Moncrief, Karl Pietsch, Frederick Starr, Marion Talbot, William Isaac Thomas, George Edgar Vincent, Charles Zueblin.

ASSISTANT PROFESSORS - - - - - - - 17
Frank Melville Bronson, Theodore C. Burgess, George E. Fellows, George Herbert Locke, William Hill, George Carter Howland, William Hoover (non-resident), Maxime Ingres, Camillo von Klenze, Myra Reynolds, William Vaughn Moody, Francis Wayland Shepardson, Herbert Ellsworth Slaught, Albert Harris Tolman, Jared G. Carter Troop, Clyde Weber Votaw, Jacob William A. Young.

INSTRUCTORS - - - - - - - - - - 13
Herman B. Almstedt, Ralph C. H. Catterall, Charles Joseph Chamberlain, Charles Manning Child, Henry Rand Hatfield, Ira Woods Howerth (II and VI), Johann W. B. Jonas (non-resident), Paul Oscar Kern, Porter Lander MacClintock, Addison Webster Moore (IA and IB), Forest Ray Moulton, Theodore Lee Neff, Oscar Lovell Triggs.

ASSOCIATES - - - - - - - - - - 6
Philip Schuyler Allen, Henry Chandler Cowles, Edgar Johnson Goodspeed, Martin Schütze, John M. P. Smith, Amy E. Tanner (IA and IB).

ASSISTANTS - - - - - - - - - - 7
Robert W. Bruére, Frances Ada Knox, James Weber Linn, Burton Edward Livingston, Maud Lavinia Radford, John Dorsey Wolcott (XI and XII), Harry Nichols Whitford.

LECTURER - - - - - - - - - - 1
Charles Alexander McMurry.

DOCENT - - - - - - - - - - 1
Agnes Mathilde Wergeland.

READERS - - - - - - - - - - 23
John W. Bailey, Percy Bentley Burnet (non-resident), Fred Harvey H. Calhoun, Mary C. Cameron (non-resident), Willard Kimball Clement (non-resident), Laetitia Moon Conard (non-resident), Howell E. Davies, Edith Burnham Foster Flint, Thomas Allen Hoben (non-resident), Merrit L. Hoblit, Ralph Grierson Kimble (non-resident), Henry Barnard Kümmel (non-resident), Daniel Peter MacMillan (IA and IB) (non-resident), Frank A. Manny (non-resident), George Linneus Marsh, William J. Moenkhaus (non-resident), Oscar Tunstall Morgan (VIII and XLI) (non-resident), Frances Pellett (non-resident), Elizabeth Butler Raycroft (non-resident), Frederick Otto Schub (non-resident), Frank Warren Smedley (non-resident), Henry Waldgrave Stuart (IA and IB) (non-resident), William L. Tower.

CATALOGUER - - - - - - - - - - 1
Josephine Robertson.

Total - - - - - - - - - - 94

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THE
UNIVERSITY RECORD
OF
THE UNIVERSITY OF CHICAGO
FOUNDED BY JOHN D. ROCKEFELLER

Vol. VII SEPTEMBER, 1902 No. 5

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VOLUME VII NUMBER 5

UNIVERSITY RECORD

SEPTEMBER, 1902

THE FORTY-THIRD CONVOCATION.

The Forty-third Convocation of the University of Chicago was held in the University Quadrangles, Friday, August 29, 1902, at 3:30 P.M. The Convocation orator Chancellor Elisha Benjamin Andrews, D.D., LL.D., of the University of Nebraska, was presented by Associate Professor Francis Wayland Shepardson, who spoke as follows:

A hundred year ago the United States was greatly disturbed by news of tremendous import to the western country.

The province of Louisiana had passed into the possession of France. A strong nation had taken the place of a weak one. Hampered though he was by strict construction theories, Thomas Jefferson at once set in motion forces which, the following year, resulted in the purchase of an imperial domain, which doubled our territorial area, immensely strengthened the national idea, and played havoc with the notions that had given birth to the Republican party.

We marvel now, as we read of the opposition to this splendid achievement, an opposition based upon narrow conceptions of national destiny — upon partisan feeling of ignoble sort. The addition of so vast a domain would ruin the country. The incorporation into our population of an unwilling race, alien in language, laws, and religion, would destroy the republican experiment. The possible future admission into the Union of new states would mean the loss of relative influence of the old.

Happy was it for our country at such a time that pessimistic partisanship failed and that public policy was determined by the wiser judgment of nobler men.

Gouverneur Morris said:

> The exuberant population of the eastern states flows in a steady stream to the western world — and if that be rendered useless, or pass into the hands of a foreign power, the fairest hope of posterity is destroyed.

These words really forecast the future, and pointed to a greater New England, a greater Virginia, filled with people from the eastern states who were forced into the westward movement by economic conditions at home, or were drawn thitherward by the attractive power of an abundance of cheap land — pointed to a region to be dominated by influences radiating from the land of Adams and Franklin and Washington.

The fundamental fact in our national development is this flow of population, this radiation of influence, and it is recalled to our minds today as we meet to listen to one who — a quarter of a century ago — came from New England to an Ohio college, to inspire with enthusiasm and determination a thousand young men who were brought within the circle of his influence — who then returned beyond the mountains, for successful and distinguished service in great institutions of learning — and who now gives the strong years of life to help build character in the very heart of the land which seemed to Jefferson and Morris and others of their kind the fairest hope of posterity.

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It gives me great pleasure to present one who needs no introduction here — the Chancellor of the University of Nebraska.

Following the presentation by Professor Shepardson, Chancellor Andrews delivered the Convocation address on :

THE CRISIS OF DEMOCRACY.

In every leading country of the world possessing free institutions the party of the people is in despair. American democracy is not peculiar in this ; British Liberals are in an even worse plight. The last House of Commons began with a unionist majority of 152 in a membership of 670, a disparity of parties almost unparalleled in England. The present Parliament is nearly as lop-sided. And Liberals there lack leaders, a policy and heart as much as our Democrats do. A party so little robust is unfit even for opposition duty.

This low estate of democratic parties some refer to wrong leadership, others to ill party organization, others to alliance with socialism, and still others to questionable measures which have been urged, as Irish Home Rule yonder, free silver or free trade here.

I venture to pronounce these causes superficial, wholly inadequate to explain the passivity of democracy today. It is my belief that democracy droops mainly because political society itself is undergoing a radical change comparable with the rise of feudalism or of absolute monarchy. Democracy of the type which has become familiar to the modern world is passing away, never to return.

The ideas man perfectible, history purposive, humanity a single thing in all epochs, races and classes, struck Europe with the combined might of novelty and of reason. Lodged in the world, they set about conquering it, nor, until recently, has their victorious campaign been seriously checked.

For the conviction of a schism between diverse peoples and classes to perish of course took time. In the politics of the Middle Ages notions living over from the classic period were ceaselessly at work. Bishops and monks might preach equality as they would, the practical maxim of public policy still was that men are not by nature equal ; that there are, by a divine and inevitable arrangement, privileged human beings and pariahs, those to be rich and rule, these to be poor and be ruled.

Only at about the time of the American and French revolutions did the notion of human fraternity secure aught like triumphant recognition in legislation. "What an eventful period is this," exclaims Doctor Price, in a sermon part of which Burke quotes in his Reflections upon the French Revolution. "I am thankful that I have lived to see it. I could almost say 'Lord, now lettest thou thy servant depart in peace, for mine eyes have seen thy salvation.'"

The notion of the essential equality of human beings became in time the soul of liberalism. Under its stimulus the American constitution was framed. Not one of the many parties known to our history has ever dared gainsay it. It has become the spirit of our law as of our religion. It is preached in our churches. It was the death of African slavery. It is the life and strength of American democracy. It is the belief of the vast majority of our people in every section of the Union.

And of course liberalism is no mere American passion. The persistence of the French Republic is due to it. The free constitutions of Germany, Italy, Scandinavia, Holland, Belgium and Spain are its offspring. Its career in Great Britain has been peculiarly proud, furnishing a record second in splendor to none in humanity's whole history.

To English liberalism is mainly due that noble succession of reform acts, extending the political franchise until at last manhood suffrage is realized in Britain, if anything, more perfectly than in the United States. Laws have been passed unshackling British trade and commerce greatly to the benefit of the common people. Class privileges have been curtailed or abolished. Popular elec-

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tion has been carried into counties and municipalities, placing the peasant and the mechanic in condition to hold his own against wealth and rank as he could never do before. The old extra voting power of the rich has been mostly annulled, the public service purified and opened to the humblest, the administration of justice immensely improved. Most remarkable of all, a system of public education has been launched by which the poorest youth who will may gain intelligence that shall be worthy of his freedom and enable him to utilize and enjoy it.

Why, then, is democracy so in the dumps? What is it that balks its progress and even threatens its end? Certainly no superficial circumstance. Deep forces are here and a little tedious underground work will pay if it promises to disclose them.

One doubtless is the vision that bare civil and political liberty does not constitute and does not assure the liberty which has been the inspiration of liberalist struggle. The French Revolution programme of simply knocking off political shackles does not go to the root of things.

The hopes of political liberals a century ago have not been realized. Poverty and oppression have not come to an end. *Laissez faire* has proved no gospel. Though wealth and culture have immensely advanced, there is ground for believing that the last hundred years, the age which free institutions proudly call their own, have been the unhappiest century on record. This period of freedom and political equality, of status changed to contract and of a ballot for all, is precisely the one in which pessimism has been born — pessimism, that is no longer the smart hobby of a few but the fixed conviction of multitudes.

Till within a quarter of a century civilized men have always had at their disposal, free save for the slight exertion and expense of going to it, abundance of arable land in desirable latitudes. Whenever acute poverty, whenever social congestion, whenever feuds threatened anywhere, the oppressed, the beaten, the discontented had only to move on into fresh fields where they could lay under pleasanter auspices the foundations of new states. All civilized communities, however far from the free land, were aided, mostwise without knowing it, by the existence of such land. In hard times a few would emigrate, advancing wages for the rest or else preventing a fall. Strifes between cliques or classes were kept from extremity. If aught like tyranny got foothold great numbers would flee.

In communities near the free land, like the new United States, and as England and all West Europe in effect were after passage to America and Australia became cheap and easy, no real oppression could arise. Every poorest man, being, if able-bodied and industrious, in condition to make his way to a waiting home, dictated the treatment he received from all. Democracy was automatically established and continued. Its name might be this or that, but popular government existed of necessity. The conditions sketched, of course, had their completest manifestation in the United States.

This situation has passed away irrevocably and with it all possibility of the automatic, non-strenuous, non-studious democracy to which we have been accustomed, The day of the homesteader is over. Free arable is no longer to be had. A state of affairs has come which the world has never known till now. Emigration can never more serve as a cure for social and political ills. Communities must get on with the refractory since they cannot send such away. The common man no longer dictates how he shall be treated or paid, since he cannot certainly better his condition by removing. He must stay, fighting his fight with whatever means the vicinage affords and taking his chances. And, partly owing to his own errors and misdeeds, to the systematic misinformation of the public, and to the various and subtle ways in which his friends are incited to treason against him, the common man is certain for a long time to find these chances more and more forbidding. As things at this moment are he can effectively

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react only by force, and the moment he does this a vast majority are against him.

As society consolidates, multiplying the occasions when men must act together, there is increasing chance, in every direction, not only for adroit management *bona fide* but also for fraud and chicane, victimizing the unwary. Men's life together becomes of necessity artificial. Simplicity and straightforwardness wax less possible, and, when they do exist, less immediately or obviously profitable. This, again, hardens the position of the man who is simply such, destitute of rank, place, fortune, and cunning. Beaten often and sure of place and good treatment if submissive, caravans of the fortuneless in church, state, and business, turn satellites, valets, servitors, produce opinions and votes as ordered, and help to keep society in the clutch of a not very large, patriotic, or philanthropic minority.

Concurrently with the disappearance of free arable, and working like that to wedge the extremes of society further apart, has arisen, in an equally normal and inevitable way, the phenomenon of monopoly production and distribution. The sure result of this is or will be to carry up selling prices from the level where competition, if it existed, would place them, to the higher plane fixed in each case by the tolerance of the market. The monopoly price of a commodity always tends to stand, and in the long run, will stand, at that figure the further elevation of which would lower profits by diminishing the market. Whatever cheapening of production may occur general prices will never again be as near cost of production as we have known them. In case of any mere luxury the price-level determined by market-tolerance is not greatly above that which competition had it continued would fix; but with every necessity of life the distance apart of the two levels cannot but be considerable.

In judging trust prices you must compare them not with old-time competitive prices, but with prices as they would probably be now had competition continued.

If all consumers were at the same time monopoly producers one's gain from the elevation of prices through monopoly would fairly well set off another's; but that is not the case. Large numbers of industrious and worthy citizens must still produce and sell competitively, while at the same time all the things they purchase must be paid for at monopoly rates. Monopoly is thus a mighty, and so far as present obstacles to it go, an irresistible pry to crowd the fortunate upward and the fortuneless the other way.

Free land, competition as a determinant of prices, and the porosity of society were so many natural sources of equity among men. They are gone. Democracy had the benefit of them, but can have this no more. Legislation must take their place; reason must succeed to mechanism; a new step must be taken in upward human evolution.

We thus unearth, it seems to me, the true causes of the decline of democracy today: Free land and competition are gone, and men have to live close neighbors.

But there is a proximate cause for democracy's paralysis, in the wide remission of philanthropy now pervading society. The fact of social unity having in large part disappeared, the sense of unity follows. The love of many waxes cold. Converts to Friedrich Nietzsche multiply. Could that strange teacher look up to earth from where he is it would be like ice water upon his parched tongue to see his doctrine spreading—the doctrine that might makes right, that Jenghis Khan, Timur, Alexander, and such conquerers, are the model men, that to love all, forgive injuries, help the poor and lowly, and so on is a religion fit only for slaves, that Christ's great words have already lost all power over superior races and individuals and must soon completely and forever pass away. And it would not much lessen the Antichrist's joy that, like Nicodemus, most of his disciples are such secretly, and repair to his shrine only by night.

Few men think it articulately, fewer avow it

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loudly, but very many are in fact now cherishing a notion quite akin to that of slavery's defenders before the Civil War, that God has organized society aristocratically, the multitude being ordained to live ignorant, poor, in servitude to the elect. The victory of civilization, so many a contemporary argument implies, is to be judged by its consummate flower rather than by the number and distribution of its flowers, the state and fate of the common man being of little consequence if only wealth is adequate to the perfecting of culture in however few individuals.

In churches, and generally outside of clubs, the stock phrase still is, that the utmost good of men ought to be sought. Whatever our philosophy of ethics, if we have any, when we come to formulate the task of philanthropy, to say what we are bound to do in external act for the human race, most of us admit in words the duty of working for the greatest possible good of all. But how is this phrase to be taken? Should our thought of the greatest good emphasize compass or degree the more? Is extension of good the great thing, or intension? One country has herds of paupers and half paupers, yet wealth enough to give it a high average of comfort. Another enjoys the same average, with no very poor people and few millionaires. Is the highest good realized equally in the two? If not, is that end approached the more closely in the one whose grade of comfort is an average of far extremes, or in that whose average is widely representative?

There is a strong tendency to regard solely the height of the average weal, ignoring the character of that average. Upper-class liberalism itself is rapidly drifting to this position. It is curious that *laissez faire*, which was at first the cry of social liberty, a plea on behalf of the masses for free career, has shifted to be mostly the watchword of those who care nothing for men one by one. People identify good with conspicuous economic and æsthetic good. The social wreckage occurring all about they mind no more than they would the flying sawdust in seeing rough logs turned into the fair wainscoting of a millionaire's best room. If of such as actually compete, we refrain from saying "the devil take the hindmost;" the thriftless and the worthless we certainly consign to him without compunction, if not with positive glee. The survival of the strongest is referred to as always the survival of the fittest, and praised as a beneficent law.

Peculiar gloom is in the sky because most of democracy's official guides seem unaware of the changed conditions which the cause now confronts. A distinct source of democracy's present illness is an evil drug administered by its own leeches, the extract of antediluvianism.

Curiously, in proportion as men have forgotten the old meaning of democracy there has arisen an abject reverence for old watchwords and a servile clinging to old policies, no regard being had to altered times and circumstances. Often when measures proposed are good the logic used to support them is drivel. Platforms are framed with insufficient consideration of present social and economic facts. Jefferson and Jackson are cited not only to certify democracy's spirit and general aims, which is wise, but for methods and detailed aims. As well might the court physicians have searched Galen for recipes to cure Edward's perityphlitis.

Famous among the old democratic war-cries was *laissez faire*. That government is best which governs least. State surveillance over industry, state touch of men's business, is to be kept down to the strictest limits. The ideal function of the state, so the theory ran, is simply to protect life and property. If it ever needs do more than this the extra office must be regarded as temporary and relinquished at the earliest moment.

Command to the state not to meddle with private industry was based on the maxim—happening to be true and important a century ago—that such policy was best for human character and progress. Stupidly reasoning: Good once, good forever, most of us, bond-servants unto Shibboleth

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continue insisting upon non-interference, even when industrial changes cause that policy to grind and enslave instead of helping. The great majority of democrats oppose all enlargement of state work as stubbornly as if the last ten decades of history were canceled. That times change and that society with its structure, business with its methods, changes with them, is not appreciated.

Men have found out that freedom and the absence (or the minimum) of legislation do not mean the same thing. Since society has become congested, economic forces do not evolve or even, as a rule, tend to evolve fair play between man and man. Monopolized industry, for instance, the economic phenomenon of our time, many of whose forms hurt us, all admit, is the direct, the inevitable product of that *laissez faire* practice which Hunker democracy lauds as divine. Few, if any, of our monopolies owe to legislation their essential power as monopolies. The greatest owe it nothing. Combinations of capital are in substance a perfectly normal growth. You cannot kill them and you should not try. You can never legislate economic life back to old-fashioned competition any more than to stage coaches and canal boats. But normal growths usually need pruning. The liberalist spirit which, in Smith's time, ordered the state's hands off business that it might prosper, ought now, in many cases, to prompt the reverse commandment, favoring some sort of public regulation. You rip off the legislative shackle, formerly a mere uncomfortable collar about your neck, only to find that some great "combine," no creature of law at all, possible only because the legal path has been swept clear for it, has come forward to choke the life out of you. In such instances individual initiative, that priceless force for social uplift and advance, so far from being promoted by the absence of legislation, is painfully stifled.

Since we can never restore the old, go-as-you-please, mode of industry, society's method of dealing with the economic sovereignties now threatening must be one of two — socialism or judicious regulation. But socialism the masses themselves do not want and will never tolerate. Careful legal regulation remains — not public ownership save in extreme and perfectly clear cases, not promiscuous law-making, not leveling, least of all any war on wealth — for wealth is in itself perfectly legitimate, even indispensable; more of it is needed, not less — not expropriation, not the discouragement of just enterprise in any way, but the resolute redress and prevention of abuses, the casting off of those clogs which now handicap ordinary producers desiring to compete for the prizes of life.

In like manner most Democrats, harking back to Cobden Club voices, and forgetting that "new occasions teach new duties" in more senses than one, continue to denounce all protective tariffs as necessarily vicious, advocating tariffs for revenue only. But the increasing prevalence of industrial syndicates international in scope, and the possibility of such in any main branch of business, deprives the classical arguments for a merely revenue tariff of almost all relevancy, and emphasizes certain others, such as the danger of that commercial cowardice which our restrictive tariff legislation has bred.

When a foreign trust, controlling a commodity important for us, shows the power and will to crush out an industry here, or when a foreign government threatens to do the same, either by a real export bounty or by a virtual export bounty worked through irredeemable paper money, why should we disuse protection then? I know that tastes differ; but, as for me, if I must be robbed either by a foreign or by a domestic syndicate, I prefer to stand and deliver to the domestic one.

Quite as readily ought we, of course, on the other hand, to vote down any tariff which helps a home combination to work extortion, provided we can be reasonably sure that, protection gone, no international syndicate will be formed to continue the same charge, or, perhaps, impose one more merciless. That in case of almost any important import this would forthwith follow the abrogation

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of protection seems to me as good as certain. The prophecy which I made in 1880 bids fair to come true earlier than I thought, that in case of each main commodity a syndicate is going to fix ere long in every market on earth where the commodity is sold the selling prices, thus rendering government-made protective tariffs null and void and gradually driving them out of existence.

Democracy still further suffers from a morbid infranationalism. The Monroe Doctrine receives mal-interpretation. "America for Americans," that doctrine says; and we all agree. This is the actual meaning of the old utterance: let it stand forever! But, by a perverse inference, Monroe's reverend dictum has for many come to mean also: "Europe for Europeans"—so far as we are concerned; "Asia for the Asiatics," and so on; the United States being bound to abstain world without end from all participation in international politics save what is thrust upon us. The humiliating assertion is made by some that there are certain offices, like guardianship over undeveloped peoples, imperatively needing to be shouldered by some nation or other, for which a republic is in its very nature unfit. What is that but proclaiming popular government inferior to monarchy!

The weal of Americans cannot remain a passion among us when the weal of men ceases to be such. In 1823, warning against entangling undertakings by this nation abroad was most wise. Even now any "jingo" or "Crown Colony" policy on our part would be imbecile. Yet only stupor prevents us from modifying, in the light of modern development and events, that mythical portion of the Monroe Doctrine. Steam and electricity are rapidly reducing the size of our globe. Nations jostle one another like pedestrians on a crowded street. Strictly there is no such thing as a "foreign" nation any more.

The Monroe Doctrine itself cannot be maintained permanently save by a foreign policy which dares look abroad. Territory lying near us will sooner or later tempt hither the old world's powers, when we shall be forced either to abandon the doctrine or fight to uphold it. Alliances will then likely be welcome even should they threaten to be "entangling" and in spite of ourselves we shall become parties to the European system.

Should we in some kind and conservative way lift the stars and stripes near enough to Central America to put all Europe's national colors in the shade there, the act would not necessarily have an immoral meaning. A number of the Spanish-American governments have done very well since they ousted Spain, but not so with all. Few if any of those between Mexico and the Isthmus have shown appreciation of liberty. They make no progress. They do not develop the immense natural resources of their territory. The rights of individuals among them are little regarded. Revolutions follow one another there with shocking rapidity. Land titles are uncertain. The amassing of capital is fatally discouraged by bad laws and feeble administration.

The original Monroe Doctrine was wise. From a re-imposition of the Spanish yoke anywhere on this side the Atlantic nothing good was to be hoped. But, viewing the negative results of freedom in the middle regions of Spanish America, I wonder that some historian does not arise, trying to make out that the policy of the Holy Alliance was after all kindly and wisely meant, and that, could it have gone into effect and not been thwarted by our President Monroe with his cruel "Doctrine," these states would have been by this time much more prosperous and even much more free than they are. It is strange, I say, that some one does not broach and seek to maintain such a thesis. One arguing so could make out a considerable case. Now, clearly, by whatever verisimilitude such a contention would have, in that degree the United States would appear as the actual foe of the republics which by uttering the Monroe Doctrine we pretended to befriend. Should the power wishing to take hold of them be England instead of Spain, our

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insistence on the Monroe Doctrine would be morally indefensible save on the condition that we ourselves should undertake, in some friendly way, to start upon an up grade the almost desperate fortunes of those states.

I do not wish conquest or believe that it will be necessary, yet, let the emergency suggested come and we shall act as boldly as need be. The alternative clearly being: the Union Jack shading our southern border as it now does our northern, or a more scientific southern frontier for ourselves, the people of these United States, sons of the sires who, in field and in legislative hall, helped the immortal Washington to become Father of a Country, sires who boldly acquired Louisiana, Florida, and Texas, sires who, on yon blue Lake Erie water one day met the enemy and he was ours, a victory repeated at New Orleans, sons of those sires, I say, called to decide between more British bunting before our windows and a more spacious residence for ourselves, will make quick and honorable choice.

Well, then, has democracy seen its day? Has its sun gone down forever? Is there, for the common man, no hope of securing progress or a decent life by reasonable and conservative agitation, so that, for chance to better his lot, he must become some kind of a revolutionist?

I do not believe so. Pessimists and cynics, I know, are abroad. The bacillus "croaker" is epidemic now. Moreover, he is lively and of an malignant type. Fight him. Despair of the Republic is akin to treason. If any man attempts to haul down the American flag, shoot him on the spot. Make it dangerous even to approach the halliards. Some cry that heartless plutocracy, others that brainless anarchy is our sure lot. Each of these fell spirits is no doubt within us, and each is a kind that goeth not out save by prayer and fasting. But both of them can be, and surely will be, exorcised by a due use of means.

While the old, happy-go-lucky sort of democracy can never again lift its head, the kind that with no policy of its own occasionally gained power through the enemy's follies, I dare to predict a new age of democracy, a strenuous, studious, wide-visioned, progressive, daring liberalism. I expect renewed enthusiasm for humanity, to come from the insights, that the aim of social striving now, the weal of man, is as hopeful as ever, and that a promising method of promoting it, neither radical, revolutionary, nor otherwise dangerous, is open to society and awaiting use.

Fully appreciating, I think, the difficulty of elevating common mankind to a rational life, I cannot but regard it astounding that so many so readily renounce the task as hopeless. Properly, no very serious effort to that end has yet been made. Society's infinite resources for the uplift of its lowest lie as good as untouched. Despair, so soon, is criminal. Shame on us, brothers of the Third Estate, if we let go the hands of our Fourth Estate kith and kin struggling to rise! We are no more deserving than they, only more fortunate, or, perhaps, less scrupulous. For myself, spite of the painful, staggering evidence contra, I still believe in men's brotherhood, in the essential nobility, by nature, of every man, wherever resident, however occupied, wearing a crown, carrying a dinner-pail, or begging his bread; and because I hail them all, without a single exception, as of my own blood, I cannot believe that the stronger will leave the weaker to perish.

Altruism is in penumbra now, not extinguished. Men will see it shine full orbed again, as when it was burning slavery out of existence. Economic motives contributed to that end, but the change was not mainly economic. Philanthropy led in it. And philanthropy led in the enfranchisement of the Third Estate. Benjamin Kidd lays right stress on this. The vast, arbitrary power, first of feudalism, then of royalty, gave way not so much because overwhelmed by the rising might of the people, as because of enrichment in human character. Kindly feeling between men extended to so many members of the privileged classes, that these classes could no longer present a solid front. The power-holding orders in France at the Revo-

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lution would have had their way had they still possessed the savage spirit of early feudalism; but they had this no longer. "Educated," as Michelet says, "in the generous ideas of the time, they applauded that marvelous resuscitation of mankind and offered up prayers for it even though it cost their ruin." Miracles like that will occur again. Some now hearing me will live to see the use of great wealth and legal and political talent to promote the public good against rapacity, as fashionable as it has ever been for greed to cut pounds of public flesh with best legal advice in sharpening and plying its knife.

Nietzsche does not rightly interpret Darwin. I grant you that popular, ecclesiastical altruism needs to be rationalized. At points we can applaud Nietzsche for laying bare altruists' follies, a good work parallel to that which Ingersoll did for the Christian faith. No doubt men and women daily do with benevolent purpose things which increase pain and darkness instead of relieving them. Such as side with Jesus, Tolstoi, and Kant against Nietzsche must see to it that professedly altruistic codes are revised to be truly so.

And when that is done Nietzsche's error will clearly appear. Rational altruism, whether in a man or in a society, does not spell weakness, but strength. It alone will let the really fittest as against the brutally powerful come to the front and bear sway. Society must not be ruled by the effete rich and their lawyers and foremen. The fact that such are at any moment dominant no more proves their fitness than does the temporary dominance of thistles in a field. Help blue grass and white clover grow there; Darwinism will not be set aside, but re-applied to better effect, as it will be in society when forces of justice, fairness, and humanity shall take the place of cunning and greed.

It must become manifest before very long that the sacrifice of democracy's literal programme need not in the least sacrifice democracy's aims or spirit; nay, that the programme must be modified to realize the spirit. "What is the chaff to the wheat!"

Not only can democracy take a hand in world affairs without ceasing to be democracy, a real interest in "abroad" is the sole condition on which democracy can live again. At home we may extend never so largely the state's activity without at all slackening individual energy or losing the precious benefits of personal initiative.

No man of intelligence thinks legislation a universal panacea. It can never take the place of common sense or of morality. Law-making at a venture, passing a statute just to see what will come of it, is quackery, not to be recommended, but in every way discouraged. What is urged is:

1. That, as a matter of historical fact, human freedom has not lost, but gained, as the public power has received larger and larger attributions: men's liberties and men's laws multiplying in a direct ratio one to the other and not in an inverse ratio.

2. That, at present, certain specific evils, recognized by all as grave and threatening, yet almost beyond question remediable by sane, well-studied legal measures, are allowed to remain and plague us merely or mainly because *laissez faire* has become such a fetish.

3. That the studied legislation thus referred to as desirable need not greatly extend public ownership, need not take aught from the rich, discourage any productive enterprises, repress individual initiative, or have the slightest leveling tendency; but may, on the contrary, be so shaped as to set free the matchless and invaluable force of individualism as has never been done yet.

4. That the execution of a just and careful programme of legislative reform in the interest of the common producer, by removing obstacles now in his way, by making him more of a man and less of a drudge, would vastly increase his productiveness and thus the nation's wealth, removing never a penny or a privilege from any who possess wealth already.

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5. That the wise execution of such a programme, so far from tending toward socialism, would have precisely the contrary effect, preserving the state, as apparently nothing else can, upon its ancient and present foundations of personal intelligence and character, individual freedom, private ownership of goods, and individual effort.

6. That the aim and end of social agitation should continue what it has so long been, the elevation of individuals—the many, indeed, not the few—yet the many man by man and not mass-wise, collective action being used resolutely when needed, yet temperately, as a means, and never save when it is certain to do what individual action could not achieve.

Reform by such means, while in appearance counter to orthodox democracy, so far, that is, as regards the doctrine of *laissez faire*, yet leads to the same end that *laissez faire* was meant to attain. It cannot, therefore, when understood, repel liberal hearts. It is, in another respect, the exact carrying out of all the original liberal manifestoes. It is the realization of freedom and progress along political paths. Not indeed by the quick "open sesame" which eighteenth-century pendants deemed available, yet no whit less really, the franchise is to enfranchise. Freedom's trail is often circuitous, but it nevertheless advances, not once returning upon itself, often as it may seem to do so.

This slowly but surely awakening insight, that the firm intervention of law, if it is only not wholesale but discreet, may accomplish now, for the setting free of healthy individualism and the consequent furtherance of all high social interests, the identical good results which the snubbing of officious law-makers once accomplished—this *aperçu*, I say, is soon going to be the inspiration of liberal souls the world over. These old battle-peals: "the rights of man," "liberty, equality, and fraternity," will echo again. In response, hosts unprecedentedly vast will rally to humanity's standard. The war will be bloodless but decisive. Socialism in the offensive sense will not be enthroned, but all unsocialism, appertain to whatever class it may, will be dethroned forever.

THE PRESIDENT'S FORTY-THIRD QUARTERLY STATEMENT.

MEMBERS OF THE UNIVERSITY, STUDENTS, AND FRIENDS:

It is a source of satisfaction to have had with us, as the orator of the day, one who represents so eminently the modern development of higher education, and one whose work in higher education has led him to think broadly along the many lines which are associated with good government and good citizenship. For the message which he has brought to us today we are thoroughly grateful. To the institution which he represents, an institution of which our western country may well be proud in view of the work which it has accomplished, we send through him our greetings. The spirit of co-operation has shown itself nowhere more definitely than in the fact that institutions of higher learning in these days make free interchange of officers of instruction. For the service which Mr. Andrews has rendered us in former years and during the present summer, we are under lasting obligation.

I desire also on behalf of the University to express our thanks to the representatives of other universities who have joined with us in the work of the closing quarter. The staff of instruction for this quarter has included men representing the following institutions:

Brown University, Wake Forest College, the University of Prague, the University of Michigan, the University of Tennessee, Harvard University, the Chicago Theological Seminary, Cornell College, the University of Colorado, Bradley Polytechnic Institute, University of Iowa, Cambridge University (England), the University of Wisconsin, Wesleyan University, the University of Washington, the Field Columbian Museum, the University of Pennsylvania, the Cincinnati Conferences of Art and Literature, the Art Institute

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of Chicago, Princeton University, the American Society for the Extension of University Teaching, Clark University, Yale University, Kalamazoo College, Oberlin College, the University of Nebraska, and Sendai College of Sendai, Japan.

I am permitted to express the hope that the visit which these our co-laborers have paid us may be one that they will be willing at some future time to repeat. Our debt to them and to the institutions which they represent we shall find it difficult to repay. Their presence with us has been a source of inspiration and of great profit.

MR. JOSEPH BOND.

We record with sorrow the death on August 8 of Mr. Joseph Bond, a trustee of the Divinity School of the University. Mr. Bond was president of the American Radiator Company, a capable, upright and successful business man. His eminent business qualities had made the great corporation of which he was head the largest and most successful of its kind in the world.

Born in Massachusetts in 1852, Mr. Bond spent twelve years from 1880 to 1892 in Buffalo, and the last ten years of his life in Chicago, dying in the fulness of his powers at fifty years of age. He was a member of the Immanuel Baptist Church, where he organized and taught a Bible class of young men, which grew to a membership of nearly 200, and named itself "The Bond Bible Class."

In his life and character he illustrated in a very unusual degree the virtues which Christianity seeks to develop. He was greatly beloved and admired by his business associates, who united in describing him as a "Christian gentleman and a Christian business man."

With the members of his family and with the many friends, we join in mourning the loss of one whose influence throughout a most successful life, had been exerted only for the advancement of the good and the true.

THE DAILY PAPER.

The proposition to place in the hands of the alumni the responsibility for the publication of a University daily has been studied with care during the Summer Quarter, and it has seemed best to all parties concerned to revise the plan in such a manner as to secure this responsibility for the student body. After several conferences, and by the consent of all parties, a readjustment has been made, and it is announced that on October 1 the first number of the daily will make its appearance. It is, of course, evident that this result which was at first thought impracticable, is by all means the most satisfactory solution of the problem. It is believed that not only the student body, but the staff of instructors and the friends of the University will join in the moral and financial support of this important undertaking. It is possible, by means of this publication, that the University may escape some of the injurious reports which have been published in the daily papers concerning statements made by professors in the lecture room. No one can estimate the far reaching injury which the University has sustained by these misrepresentations, and if the *Daily Maroon* shall be able to correct this tendency to misrepresentation which has become so pronounced, a splendid service will be rendered the University.

THE STAFF OF INSTRUCTION
Classified by Rank.

In the departments of Arts, Literature and Science, and in the Divinity School, instructors have been on duty as follows:

AUTUMN QUARTER, 1901.

Professors	47
Associate Professors	16
Assistant Professors	28
Instructors	24
Associates	13
Assistants	14
Docents	3
Fellows	3
Total	148

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WINTER QUARTER, 1902.

Professors	41
Associate Professors	15
Assistant Professors	23
Instructors	26
Associates	15
Assistants	15
Docents	3
Fellows	4
Total	142

SPRING QUARTER, 1902.

Professors	50
Associate Professors	18
Assistant Professors	20
Instructors	25
Associates	10
Assistants	21
Docents	2
Fellows	1
Total	147

SUMMER QUARTER, 1902.

Professors	51
Associate Professors	13
Assistant Professors	27
Instructors	24
Associates	15
Assistants	15
Docents	1
Fellows	5
Lecturers	22
"Alliance Française"	7
Total	180

In the School of Education there were on duty during these four quarters instructors as follows:

AUTUMN QUARTER, 1901.

Professors	2
Associate Professors	4
Assistant Professors	2
Instructors	2
Associates	13
Assistants	5
Total	28

WINTER QUARTER, 1902.

Professors	2
Associate Professors	3
Assistant Professors	2
Instructors	2
Associates	13
Assistants	5
Total	27

SPRING QUARTER, 1902.

Professors	2
Associate Professors	2
Assistant Professors	2
Instructors	1
Associates	12
Assistants	4
Total	23

SUMMER QUARTER, 1902.

Professors	1
Associate Professors	4
Assistant Professors	5
Instructors	2
Associates	9
Assistants	5
Total	26

STATEMENT OF SECOND-TERM COURSES AS COMPARED WITH THE TWO PRECEDING YEARS.

There were offered during the second term of the Summer Quarter just passed, in the departments of Arts, Literature, and Science, courses aggregating 104 Majors, in the Divinity School 17½ Majors, a total of 121½ Majors.

During the second term of the Summer Quarter, 1901, there were offered 99¾ Majors and 16⅛ Majors respectively, a total of 115⅞ Majors.

During the same period of the Summer Quarter, 1900, there were offered 79 and 11½ Majors respectively, a total of 90½ Majors.

It can be seen thus that the number of courses offered during the second term of the Summer Quarter is steadily increasing from summer to summer.

The courses offered during the whole Summer Quarter of these three years, computed by Majors, are as follows: 1902 — 210½ and 36½, a total of 247; 1901 — 218 and 33¾, a total of 251¾; 1900 — 179½ and 27¾, a total of 207¼.

STATISTICS FOR THE FOUR QUARTERS.

In the schools of Arts, Literature and Science there were offered during the Autumn Quarter 1901 courses, aggregating 345½ Majors. In the Winter Quarter 1902, 328½ Majors, in the Spring Quarter 1902, 295 Majors, and in the Summer Quarter 1902, 233½ Majors (or 210½ and

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36½ respectively, if Departments XLI and XLII are credited with the 25½ Majors usually credited to Departments VIII and IX).

In the Divinity School, deducting the departments of Old Testament Literature and Interpretation, of New Testament Literature and Interpretation, and of Biblical Theology (XLI, XLII, and XLIII), whose course were mentioned in the Graduate Schools as Departments of the Semitic Languages and Literature and of Biblical and Patristic Greek (VIII and IX), there were offered in the Autumn Quarter 11 Majors, in the Winter Quarter 9 Majors, in the Spring Quarter 13 Majors, in the Summer Quarter 11 Majors.

NEW APPOINTMENTS AND PROMOTIONS.

Miss K. E. Dopp, appointed to a Readership in the Correspondence Division of the University Extension.

Mr. Frederick William Schenk, to the Librarianship of the Law Library.

Miss Lillian Cushman, to a Teachership in Art in the University Secondary School.

Mr. Mayo Fesler, to the Secretaryship of the Bureau for the Recommendation of Teachers.

Mr. F. O. Norton, to a teachership in Classics in the University Secondary School.

Miss Henrietta Chase, to a teachership in the University Secondary School.

Miss Berthe Parcot, to a teachership of French in the University Secondary School.

Mr. Frank B. Chevington to give instruction in English in the University Secondary School.

Miss Sarah E. French, to a teachership in Cooking in the University Laboratory School.

Mr. E. Post, to give instruction in Latin in the University Laboratory School.

Miss Ruth W. Lane, to give instruction in Latin in the University Laboratory School.

Miss Mary Reed, to a Grade Teachership in the School of Education.

Miss Zonia Baber, to the Principalship of the Elementary School of the School of Education.

Mr. J. M. Sniffen, to an Assistantship in the Academy for Boys at Morgan Park.

Mr. Albert S. Baker, to an Assistantship in French and German, in the Academy for Boys.

Mr. John W. Nevius, to an Assistantship in Physical Culture, in the Academy for Boys.

Miss Florence M. Lyon, promoted from an Assistantship to an Associateship in Botany.

Mr. William A. Colledge, to a Lectureship in the University Extension Division.

Dr. A. K. Parker, to the Headship of Charles Hitchcock Hall.

Miss Anne M. Lutz, to be Preparator in the department of Zoölogy.

Mr. André Beziat de Bordes, to a Docentship in the Department of Romance Languages.

Mr. Charles G. Rogers, to an Assistantship in the Department of Physiology.

Mr. Richard B. Earle, to an Assistantship in the Department of Chemistry.

Mr. H. C. E. David, to an Assistantship in the Department of Romance Languages.

Mr. Joseph P. Warren, to an Assistantship in the Department of History.

Mr. Eduard Prokosch, to an Instructorship in German in the School of Education and in the Junior Colleges.

Mr. H. J. Davenport, to an Instructorship in Political Economy.

Mr. Samuel Williston, of Harvard University, to a Lectureship on Federal Jurisdiction in the Law School.

Mr. Arthur J. Eddy, to a Lectureship on Combinations and Trusts.

Mr. John H. Zane, to a Lectureship in the Law School on Mining and Irrigation.

Mr. Horace K. Tenney, to a Professorship in the Law School.

Mr. J. R. Jewett, of the University of Minnesota, to a Professorship of Arabic.

INSTRUCTORS ON LEAVE OF ABSENCE
During the whole or part of Summer Quarter, 1902.

Professors: Tufts, Ella F. Young, Freund, Jameson, von Holst, Tarbell, Zueblin, Hirsch, Robert F. Harper, Shorey, William Gardner Hale, Ab-

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bott, Manly, Wilkinson, MacClintock, Bolza, Burnham, Michelson, Stratton, Nef, Chamberlin, Iddings, Barnes, Stagg, Hulbert, Mathews, Johnson, and Burton.

Associate Professors: Thatcher, Sparks, Talbot, Vincent, Raymond, Owen, von Klenze, Blackburn, Herrick, Jordan, and Clark.

Assistant Professors: A. W. Moore, Bailey, Veblen, Cummings, Schwill, Howerth, Schmidt-Wartenberg, Lovett, Moody, Millikan, Weller, A. P. Mathews.

Instructors: Elizabeth Wallace, Boyd, Ritchey, Ellerman, Kinsley, L. W. Jones, Child, Butterworth, Gertrude Dudley.

Associates: J. J. Meyer, Williamson, Bruère, Atwood, Lewis, Kyes, Fischer, Ricketts.

Assistants: Flickinger, Frank, David, Harvey, Henrietta Becker, Greeley, Ida Furniss.

Docents: Sophonisba P. Breckinridge, Ghen-Ichir o Yoshioka, Eleanor P. Hammond.

STATISTICS OF THE SUMMER QUARTER.

It will be seen from the table of statistics that the attendance of the School of Education is not so large this summer as last. This fact is due in large part to the inability of the University, on account of the death of the director of the school, to announce its definite plans for the summer at a sufficiently early date. While the attendance last summer was 600, the total attendance this summer was 422. Of this number 45 were in attendance during the entire summer, 81 during the second term only, and 296 during the first term. Omitting, for purposes of comparison, the attendance of the School of Education, it appears that the total attendance of the first term was 1,601; of the second term, 1,232. It is interesting to compare the figures in the second term. In 1900 the attendance was 712; in 1901, 1,047; in 1902, 1,232. The total attendance, excluding the School of Education, for both terms was 1,822, and in 1901, 1,750.

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SUMMER QUARTER, 1902.

	First Only			Second Only			Both			Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Divinity Graduates	37	2	39	45	..	45	95	6	101	177	8	185
Divinity Unclassified	11	1	12	7	4	11	20	8	28	38	13	51
Total: Divinity	48	3	51	52	4	56	115	14	129	215	21	236
Graduate Arts	86	80	166	22	18	40	162	53	215	270	151	421
Graduate Science	63	28	91	23	3	26	133	15	148	219	46	265
Total: Graduate	149	108	257	45	21	66	295	68	363	489	197	686
Senior	14	18	32	8	3	11	76	65	141	98	86	184
Junior	11	16	27	1	8	9	89	51	140	101	75	176
Unclassified	60	148	208	23	54	77	94	106	200	177	308	485
Total: Colleges	71	164	235	24	62	86	183	157	340	278	383	661
Medical	15	0	15	2	0	2	35	3	38	52	3	55
School of Education	10	286	296	4	77	81	1	44	45	15	407	422
Total	307	579	886	135	167	302	705	351	1,056	1,147	1,097	2,244

	First Total			Second Total			Quarter Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Divinity Graduate	132	8	140	140	6	146	177	8	185
Divinity Unclassified	31	9	40	27	12	39	38	13	51
Total: Divinity	163	17	180	167	18	185	215	21	236
Graduate Arts	248	133	381	184	71	255	270	151	421
Graduate Science	196	43	239	156	18	174	219	46	265
Total: Graduate	444	176	620	340	89	429	489	197	686
Senior	90	83	173	84	68	152	98	86	184
Junior	100	67	167	90	59	149	101	75	176
Unclassified	154	254	408	117	160	277	177	308	485
Total: Colleges	254	321	575	207	219	426	278	383	661
Medical	50	3	53	37	3	40	52	3	55
School of Education	11	330	341	5	121	126	15	407	422
Total	1,012	930	1,942	840	518	1,358	1,147	1,097	2,244

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Instruction and Registration.

PHILOSOPHICAL-SOCIOLOGICAL GROUP.

	Instructors	Courses	Registrations
IA. Philosophy	5	6	278
IB. Education	6	9	234
II. Political Economy	4	8	157
III. Political Science	2	5	142
IV. History	6	11	465
VI. Sociology and Anthropology	4	6	139
VII. Comparative Religion	2	3	33
Totals	29	48	1448

LANGUAGE AND LITERATURE GROUP.

Ancient Languages:			
X. Sanskrit	1	3	31
XI. Greek	4	8	126
XII. Latin	7	11	294
Totals	12	22	451
Modern Languages:			
XIII. Romance	6	12	202
XIV. Germanic	7	16	303
XV. English	9	16	838
XVI. Literature (in English)	3	3	45
Totals	25	47	1388
Totals for Language Group	37	69	1839

PHYSICAL AND BIOLOGICAL SCIENCES.

Physical:			
XVII. Mathematics	7	15	288
XVIII. Astronomy	5	4	62
XIX. Physics	4	10	170
XX. Chemistry	5	8	270
XXI. Geology	3	7	137
Totals	24	54	927
Biological:			
XXII. Zoölogy	6	7	55
XXIII. Anatomy	4	10	65
XXIV. Physiology (including Physiological Chemistry & Pharmacology)	5	7	114
XXV. Neurology	3	5	42
XXVII. Botany	8	14	135
XXVIII. Pathology and Bacteriology	2	4	65
Totals	28	47	476
Totals for Science Group	52	101	1403

REQUIRED GROUP.

	Instructors	Courses	Registrations
XXXI. Public Speaking	1	4	74
XXXII. Physical Culture	2	4	306
Totals	3	8	380

THE DIVINITY GROUP.

XLI. Old Testament Literature and Interpretation	6	15	238
XLII. New Testament Literature and Interpretation	5	9	186
XLIV. Systematic Theology	1	2	48
XLV. Church History	3	5	119
XLVI. Homiletics	1[1]	1	9
LXI. Disciples	1	2	13
XXXI. Public Speaking	2	2	40
Totals	19(18)[1]	36	653

THE SCHOOL OF EDUCATION.

Education	5	5	291
Kindergarten	1	1	43
Natural Science	1	1	155
History	2	2	135
Geography	1	1	100
Mathematics	2	2	74
Speech and Oral Reading	1	1	122
French	1	3	17
Art	8	11	548
Totals	20	27	1,485

THE MEDICAL SCHOOL.

XXIII. Anatomy	4	10	65
XXIV. Physiology (including Physiological Chemistry & Pharmacology)	5	6	93
XXV. Neurology	3	5	42
XXVIII. Pathology and Bacteriology	2	4	65
Totals	14[2]	25[2]	265[2]

THE ALLIANCE FRANCAISE.

	7	11	125
GRAND TOTAL	142	246	6,446

(Duplications omitted.)

[1]Course in Homiletics counted in Church History.
[2]Duplicates.

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COMPARATIVE ATTENDANCE STATEMENT.

SUMMER QUARTER, 1894–1901.

	First Term	Second Term	Quarter
1894 - - -	566	338	605
1895 - - -	822	402	932
1896 - - -	945	493	1052
1897 - - -	1256	559	1273
1898 - - -	1342	744	1421
1899 - - -	1498	718	1621
1900 - - -	1527	712	1790
1901 - - -	1559	1047	1750
1901[1] - - -	2159	1647	2350

THE LECTURE-STUDY DEPARTMENT.

REPORT COVERING FOUR YEARS.

	No. Centers Active	No. Courses Delivered	Average Attendance at Lectures	Average Attendance at Class	No. of twelve Lecture Courses	No. of Trav. Libraries sent out	Receipts
1898–99	93	125	24,993	9,025	6	67	$19,335.05
1899–00	97	127	29,693	12,878	8	63	18,112.59
1900–01	110	139	32,807	8,105	7	44	19,221.67
1901–02	140	190	35,922	16,433	16	88	34,717.94

The maximum number of courses of University Extension lectures given prior to the year 1901–2 was 141, delivered in 1896–97, and again in 1897–98. Thus the number of courses delivered during the year just closing, 190, marks an advance of nearly 35 per cent. over the best record in the previous history of the department. The summary of the ten-years' work in this department is as follows:

Total number of courses delivered - - -	1,326
Total attendance at lecture courses - -	272,967
Total attendance at lectures (number of admission) - - - - - - -	1,637,802

There have been distinct gains in other departments of the work. When it became apparent that a relatively small number of the members of each University Extension center could be relied upon to do much systematic work in connection with the courses of lectures there was a disposition on the part of the officers of the local centers, and the lecturers as well, to neglect this side of the work, in the belief that the great value of University Extension lecture courses is in the inspiration which they bring to large numbers. The result has been that even those few who were willing to do systematic work have received little encouragement. While many have made use of the traveling libraries and read under the direction of the lecturer, but little attention has been given to the few who might have been led to do some written work. During the past year a greater amount of attention has been given to this side of the work than during any previous season. The results are small, but nevertheless encouraging: 268 students have done written work; 27 passed the examination, and a total of 14 minors credit has been given for this work. Many others would have taken the examination and secured credit, but for the fact that their courses consisted of but six lectures, which entitles to no credit except when supplemented by additional work done under the direction of the lecturer.

During the coming year special attention will be given by the department to two things, both of which are believed to be essential to the permanency of University Extension work:

First. The distinctively educational side of the work will be emphasized, (*a*) by the organization of study clubs, (*b*) by sending out a larger number of traveling libraries, (*c*) by organizing afternoon study classes, with which the lecturers themselves will meet, (*d*) by giving more assistance and encouragement to the few who will work for University credit.

Second. An effort will be made to establish a more intimate relation between the centers and the University. University Extension Centers managed wholly by local committees have been more or less ephemeral. With the removal from the community of one person upon whom the success of the local center largely depended, the center itself at times becomes inactive. The University hopes to assume a degree of supervision of the work of each center, which will in the future render this impossible.

The time has been reached when any consid-

[1] Including the School of Education.

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erable increase in the number of courses delivered each year calls for two things:

First. An expansion of the territory in which this department of the University operates. This means increased administrative duties involving more or less distinct district organization.

Second. A larger number of lecturers must be available for circuit work. In this connection it appears desirable, both from the standpoint of the University and from that of the local center, that certain members of the faculty who have been giving their entire attention throughout the year to residence work, but who possess the qualifications of successful University Extension lecturers, shall devote one quarter each year to University Extension lecturing. This in itself would tend to establish that closer relation between center and University, to which attention was above called.

During the past year the University Extension work in the city of Chicago was brought under the central organization known as the University Lecture Association. The first efforts of the association have been directed to the establishment of a permanent lecture-study center in each of the principal divisions of the city. The South Side center was located in the South Congregational Church, corner of Fortieth street and Drexel boulevard; the North Side center in the New England Church, corner of Dearborn avenue and Delaware place; the West side center in the Lewis Institute. In each center four courses of six lectures each were delivered. The plans for the ensuing year call for the delivery of one course of twelve lectures and two courses of six lectures each in each of the centers. Student clubs will be organized in each center and University credit will be given to each person doing a stipulated amount of work.

UNIVERSITY OPEN LECTURES.

The growing interest manifested in the system of University open lectures conducted during the Summer Quarter suggested the arrangement of a more elaborate and attractive programme for the quarter just concluded than for any preceding season. Distinguished scholars and lecturers in our own and foreign countries came to the University for the delivery of courses of lectures of greater or less length in their special fields.

During the quarter just closing there have been given at the University 285 open lectures, distributed as follows:

English Literature group	64
Art group	27
History group	39
Pedagogy	26
Biblical History and Theology group	96
Astronomy group	12
Miscellaneous	21
Concerts	11

These lectures have attracted to the University many people who could not, or did not, desire to register for class work. The lectures, with the exception of those which were arranged for special audiences, and in which it was not expected that many people would be interested, have been largely attended. For some of the more popular courses in Literature and Art, the seating capacity in the largest hall at the University were inadequate. Five hundred and thirty-seven persons purchased tickets, good for a period of from one to nine weeks in length, and 1,480 single admission tickets were sold. Two thousand five hundred season tickets were issued to members of the University, who were admitted to the lectures without payment of fee.

Among the lecturers who delivered courses are the following:

(1) Literature Group: Professor Richard Green-Moulton, of the University of Chicago; Mr. Hamlin Garland, of Chicago; Mr. William Norman Guthrie, of Cincinnati; Mr. Frederick H. Sykes, of Philadelphia; Dr. William A. Colledge, pastor of the People's Church at Aurora, Ill.

(2) Art Group: Mr. Lorado Taft, of Chicago; Mr. W. M. R. French, director of the Chicago Art Institute; Mr. Walter C. Larned, of Chicago; and Mr. James W. Pattison, of Chicago.

(3) History Group: Professor Thomas C. Masaryk, University of Prague, Bohemia; Mr. George A. Dorsey, Field

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Columbian Museum, Chicago; Professor Albert Bushnell Hart, Harvard University; Professor John H. Finley, Princeton University; and Professors Charles R. Henderson, Albion W. Small, and George E. Vincent, of the University of Chicago.

(4) Pedagogy Group: President G. Stanley Hall, Clark University; Inspector James L. Hughes, Toronto; and Professors John M. Coulter and John Dewey, of the University of Chicago.

(5) Biblical History and Theology Group: Professor George B. Stevens, Yale University; Rev. William M. Lawrence, of Chicago; Professor H. L. Stetson, Kalamazoo College; Professor W. Douglas MacKenzie, of the Chicago Theological Seminary; Rev. Lewis H. Jordan, Toronto, Canada; Professor Henry C. King, Oberlin Seminary; Chancellor E. Benjamin Andrews, University of Nebraska; and Professors Mathews, Breasted, and Willett, of the University of Chicago.

THE CORRESPONDENCE WORK.

The record of the past twelve months chronicles the same steady growth that has characterized this work in previous years. The University has depended almost entirely for extension of a knowledge of the work upon the interest and zeal of those who have made practical test of it. The amount of general advertising done is inconsequential. In view of this the consistent gain from year to year must be considered highly satisfactory.

Last year the increase was due mainly to new students who matriculated in the University for this work. This year it is traceable to former students who have registered for a second or third course. To those who are interested in the question of the real demand for correspondence instruction and its possibilities and adequacy, this is indeed significant. The number of resident students who, for the first time, have registered in this department, either to complete courses begun in residence, or to gain further credits toward their degree, has remained practically the same — 165.

Correspondence courses have been offered in 25 (counting Philosophy and Education as one) of the 31 different departments of instruction included in the Schools of Art, Literature and Science. Notable exceptions are Physics and Chemistry. Owing to the amount and kind of apparatus used in these subjects, it has seemed impossible hitherto to offer non-resident courses in them, but beginning July 1, 1903, it is proposed to give Course o in Physics by correspondence, and announcement of this is made in the *Circular of Information* for the current year.

That in spite of the demands of the schoolroom and office, so large a number have completed courses testifies to the industry and perseverance of the typical correspondence student. On the other hand, when it is remembered that no resident student is required, or rather privileged, to recite the whole of any lesson, but that the correspondence student writes the whole of every lesson, it is not surprising that he sometimes fails to finish his course within the allotted time.

Until recently the student was obliged to come to the University for his examination. The wisdom of mitigating this hardship by allowing him to take the test at his home under approved local supervision is made apparent in the considerable increase — 203 as against 153 in 1900–1 — in the number of those who have taken examinations during the past year and received credit. This ready response to a liberal policy suggests that further modifications in educational, and perhaps in administrative lines, may be made with advantage. Might the scope of the work be broadened to include courses more directly suited to general needs? May it safely be accorded greater recognition by increasing the number of Majors which candidates for the Bachelor's degree may do by correspondence?

SUMMARY OF REGISTRATION BY YEARS.
October 1, 1892 (date of organization) to June 30, 1901, inclusive.

	1898–9	1899–'00	1900–1	1901–2
Holding over	488	472	540	673
New registrations	522	676	753	799
Lapsed courses renewed	5	10	18	13
Total registration	1,015	1,158	1,311	1,485
Registrations completed	282	336	392	438
Registrations dropped	261	282	246	339

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THE DECENNIAL PUBLICATIONS.

Progress has been made in carrying out the plan of a series of Decennial Publications which shall illustrate in a concrete manner the scientific work of the members of the faculties of the University. The plan as originally outlined called for ten quarto volumes, the first two of which should consist of the President's Report, in two sections, (*a*) Administration, and (*b*) the Publications of members of the Faculties during the decennium, and eight volumes of investigations, consisting of as many groups of articles representing groups of departments and embodying the results of the research work of their authors. Each of the contributions will have an independent circulation in separate form, in addition to being bound up in the volume devoted to the group of departments.

A number of these articles have already appeared and many others are now in the hands of the printers, so that the complete success of the undertaking, which was conditioned upon the cordial support and co-operation of the members of the staff who are devoting themselves to original research, is now assured.

Owing to the extent and nature of some of the contributions offered to the Decennial Publications, the committee in charge of the editorial work recommended to the Senate, and the Senate approved the recommendation, that a second series of volumes should be issued, these in octavo form, each to contain a single treatise or a collection of treatises under a single title, or other matter involving the scientific work of the author. The following volumes will be published October 1:

The Life and Repentaunce of Marie Magdalene, and old English Morality-Play by Lewis Wager, reprinted from the original edition of 1566, edited with an Introduction, Notes, and Glossarial Index, by Frederic Ives Carpenter, of the Department of English.

A History of the Second Bank of the United States, by Ralph C. H. Catterall, of the Department of History.

Assyrian and Babylonian Letters of the Kouyunjik Collection of the British Museum, with an Introduction on the Letter Literature, by Robert Francis Harper, of the Department of the Semitic Languages and Literatures.

The Poems of Anne, Countess of Winchelsea, edited largely from the unpublished manuscripts, with a Critical Introduction and Notes, by Myra Reynolds, of the Department of English.

The following volumes of the Second Series have been arranged for and will be published early in the autumn:

The Rôle of Diffusion and Osmotic Pressure in Plants, by Burton Edward Livingston, of the Department of Botany.

Light Waves and their Uses, The Lowell Lectures of 1900, by Albert A. Michelson, of the Department of Physics.

Lectures on the Calculus of Variations, by Oskar Bolza, of the Department of Mathmatics.

Studies in General Physiology, by Jacques Loeb, of the Department of Physiology.

A History of Greenbacks, with special reference to the economic consequences of their issue, 1862–65, by Wesley Clair Mitchell, of the Department of Political Economy.

Legal Tender, A Study in English and American Monetary History, by Sophonisba P. Breckinridge, of the Department of Political Science.

La Perfacta Casada, by Fray Luis de Leon, reprinted from the edition of 1587, edited, with an introduction (in Spanish), Critical and Exegetical Notes, by Elizabeth Wallace, of the Romance Department.

Studies in Logical Theory, by John Dewey, with the co-operation of members and fellows of the Department of Philosophy.

It is believed that this memorial series of publications will foster the spirit of research in our University and in the country at large and will represent in the most convincing manner the high aims and ideals of our Graduate Schools, the influence of which pervades and elevates the work of the whole University.

THE BUREAU FOR THE RECOMMENDATION OF TEACHERS.

During the early years of the University's history, students leaving the University were forced to shift for themselves in their efforts to find positions. Recommendations were sent out by the various instructors in a haphazard manner, upon

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request of the students who had done work with them. Often several candidates were recommended for the same place by different instructors. In one case, six applicants, each recommended highly by a different instructor, were struggling for the same position.

It soon became evident that the welfare of our students and the reputation of the University demanded some organization of this important work. In 1899 the Board for the Recommendation of Teachers was established, with a secretary whose duties were to keep a full record of all requests made to the University for teachers; to answer all inquiries concerning the qualifications of students for such work, and to confer with and report to the various departments in regard to all recommendations and appointments.

The number of requests from universities, colleges, academies, and secondary schools has increased in a most remarkable manner. During the past year over six hundred such calls for teachers have been received by the University. Not until this year has the board been able to handle these requests effectively, but the files are now complete and the secretary has a full record of every vacancy reported and of every appointment made, with the correspondence relative to each.

Up to the present time the work of the board has been confined to positions for teachers only. No attempt has been made to unify the work of recommending our students for positions in business and in the professions. Requests are continually being made for college-bred men and women in the various business and professional activities about the city. Thus far we have been unable to meet these increasing demands in a systematic and satisfactory manner. The time has come when the work of the Board of Recommendations should be broadened and assistance given to our students and graduates who do not expect to become teachers, many of whom leave the University without any well-defined plans for their future career. Provision has been made for the secretary of the board to collect information concerning possible openings in the business and professional world; to acquaint himself with the students desiring positions, and to assist them in securing such positions.

This new phase of the work will include the collection of information relative to possible openings, not only in the city but outside the city, and in all fields of activity which college graduates are likely to enter, such as governmental positions under civil-service rules; the consular service; foreign agents for large manufacturing firms, which are requiring to an increasing degree broad culture and training; positions in factories, where specialists in the sciences are required; positions with large corporations, where men well trained in research methods are needed to collect and analyze data; and other positions of this nature. The board will look after not only these higher and more important appointments but minor ones in which young men and women can grow and develop with the position.

The work of the board has been and will be provided for by the University without charge either to the student or to the employer. Full information concerning every applicant for a position will be kept on file in the office and recommendations will be based upon the scholarship, character, and executive ability displayed by the student while in residence. The effective work of the board thus far makes us confident that this further extension of its efforts will result in a great service to the student and will widen the influence of the University in the commercial world.

THE MORGAN PARK ACADEMY.

Two years ago the Trustees decided after a long deliberation to make the academy at Morgan Park, which had been co-educational, a school for boys only. From this action it was expected that a larger school and a stronger school would result. Two years is, of course, too brief a period from which to gather statistics, deduce conclu-

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sions, or to declare the experiment closed and proved, yet it is highly satisfactory to observe that in each of these two years the school has grown stronger and larger. In the first year of the change the increase in attendance of boys was 18 per cent. over that of the previous year. And in this second year just closed the increase has been 23 per cent. over the year preceding.

Without doubt the home should be the best place for the training of children, but with equal certainty we all know that very often the home is not the best place. This arises from many causes. The essential features of the home are the environment and associations outside and about the home, and these, especially in the cities, are oftentimes beyond the parents' control. From these associations it is often best to separate the boy and to put him into other associations, and among more healthful surroundings where both physical and moral advantages may be more fully enjoyed. Again, in these days of serious life, the demands and exigencies of active participation in business and professional work not seldom prevent that oversight of the boy's development which his best interests demand. And still, again, in many communities there are lacking those educational advantages which insure for the boy the best preparation for college and for life.

Hence the need and opportunity of the boarding school for boys are large and most significant. The Academy for boys at Morgan Park meets this need and rises to this opportunity; and combining healthful and pleasant environment, adequacy of equipment, strength in its teachers, loftiness in its details, breadth in its courses, and helpful associations in its students, it offers to-day to the parents of this great middle West an exceptional educational opportunity. That these parents are appreciating this is a source of much gratification to those who have the work in hand.

THE UNIVERSITY PRESS.

In connection with the growth of the University at large, the development of the University Press during the past four years has been significant. Its business has more than doubled in two years, and the results of the past year show an increase of nearly 50 per cent. over that of the previous twelve months. The total volume of business, including advertising and subscriptions for the University journals, for the past four years, has been as follows:

1898–1899	$128,000.00
1899–1900	130,000.00
1900–1901	181,000.00
1901–1902	266.000.00

The very large increase during the past year has been due, first, to the natural increase of the volume of business of the several departments, and, second, to the organization of a Publication Department on a separate basis. Prior to last year all University Publications were handled through the Retail Department of the Press. With the organization of this work the retail branch of the business has been relieved of all publication duties, and with a special force it has been possible to increase the sales of the books and periodicals published. The number of titles of University publications, not including University Extension syllabi and official documents of the University, was 147 one year ago. This number has inceased to 163, as announced in the catalogue of the department recently issued.

The reorganization of the work connected with the purchase of laboratory supplies and equipment has also contributed something to this increase. Beginning with October 1, this work will be organized along the same lines as those on which the bookstore has been operated in the past; and it seems probable that a large saving will be brought about in systematizing the purchases for the scientific laboratories in this way.

The business of the Retail and Manufacturing departments has increased about 50 per cent. in the past four years. The business of the past year in these departments has increased about one-third over the previous twelve months.

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The departments of the University Press are just now being assembled in the new building at the corner of Fifty-eighth street and Ellis avenue, and it is believed with the organization of this branch of the University in the new quarters, that its work will be done not only more effectively, but also with greater economy.

THE LAW SCHOOL.

The Law School will begin its work on the first day of October. Since the last announcements were made, the teaching staff has been increased by the appointment of Mr. Horace K. Tenney as Professor, Mr. John R. Zane and Professor Samuel Williston as lecturers. Mr. Tenney is a member of the Bar in this city, and will take charge of the courses in Practice, which should be in the hands of an active practitioner.

In accordance with a recent action of the Board of Trustees, special students may be accepted as candidates for the degree of LL. B., the degree to be granted only if the candidate maintains a high standing throughout his work. The admission of students of mature age not doing regular work, or not complying fully with the requirements for admission, was originally planned, and is in accordance with the general policy of the University. In view of the exceptionally high standards of admission requirements in the Law School, it is expected that during the first years a considerable number of students will apply for admission who are not qualified to enter as regular students. The new step taken with regard to the LL.B. degree is intended to have the double effect of placing a check upon the admission of such students, by requiring a specially high quality of work, and of giving proper recognition to those students who show exceptional merit. It is hoped that the character of the Law School as a graduate school will be strengthened by this step, especially as the degree of J.D. will be reserved for those who hold the college degree.

Commodious temporary quarters have been provided in the Press Building, and the Library is in course of instalment.

The location of the new Law Building has been designated by the trustees. It will be erected directly east of Haskell Oriental Museum. The corner stone will be laid on the third day of October. It is expected that the building will be ready for occupancy in the latter part of the year.

NEW BUILDINGS.

I am permitted to report that the Press Building has been finished and is already occupied by the University Press, the transfer having been made during the month of August. In the month of September the General Library will be transferred from the old building to the New Press Building.

Hitchcock Hall is practically finished and will be occupied September 15. The larger part of the stone work on the Commons, Student Club House, and Assembly Hall has been completed, and these buildings will be inclosed within the next thirty days. The building of the School of Education has made excellent progress, the larger part of the building being completed to the second floor.

The trustees have arranged to build at once the temporary gymnasium and assembly hall of the School of Education. This building, which will cost $12,500, will be completed October 10, and will be used during the coming year for the physical Culture work of the women in the University. When the School of Education has taken possession of its new building, as already announced, the building at present occupied by the School of Education will become the temporary gymnasium and clubhouse of the University women.

The Manual Training buildings of the School of Education will be started in September, the plans for them being practically completed.

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CONDENSED FINANCIAL STATEMENT

Budget Receipts and Disbursements for the Fiscal year ending June 30, 1902.

RECEIPTS.

	Estimated.	Actual.
I. General Administration -	$ 9,700.00	$ 11,311.34
II. Faculties of Arts, Literature and Science -	353,293.00	406,789.32
III. The Divinity School -	67,539.00	71,589,09
IV. Morgan Park Academy -	19,400.00	17,470.21
V. University Extension -	30,300.00	46,993.00
VI. Libraries, Laboratories and Museums - -	27,650.00	28,319.46
VII. Printing and Publishing	22,000.00	21,776.52
VIII. Physical Culture - -		
IX. Affiliated Work - -	1,500.00	2,166.26
X. Buildings and Grounds -	45,000.00	49,399,94
XI. General Funds - -	234,143.00	235,185.12
XII. Department of Medicine	90,000.00	86,828.07
	$900,525.00	$977,828.33

EXPENDITURES.

	Estimated.	Actual.
I. General Administration and Expense - - - -	$ 85,858.00	$102,596.44
II. Faculties of Arts, Literature and Science - -	398,972.00	403,846.43
III. The Divinity School - -	65,640.00	62,534.41
IV. Morgan Park Academy -	34,680.00	35,736.57
V. University Extension -	34,207.00	52,411.26
VI. Libraries, Laboratories, and Museums - - - -	63,991.00	62,460.83
VII. Printing and Publishing -	34,600.00	35,428.03
VIII. Physical Culture - -	8,100.00	9,959.39
IX. Affiliated Work - -	4,500.00	5,331.12
X. Buildings and Grounds -	59,976.00	74,149.53
XI. Contingent Fund - -	20,001.00	.....
XII. Department of Medicine -	90,000.00	87,371.35
	$900,525.00	$931,826.36
		$ 46,001.97

This statement does not include an item of $12,521.90, appropriated but not expended, and by later action of the Trustees charged to Budget Expenditures, fiscal year 1901–2, and credited to a new account on the general ledger, against which charges will be made as the bills come in. Nor does it include the accounts of the Women's Commons, Men's Commons, the School of Education, the Laboratory school, the University Secondary School, the Chicago Manual Training School.

GIFTS.

The friends of the University have not been forgetful of its interests during the Summer Quarter. The University is indebted to Mr. Walter H. Wilson for a gift which has made it possible to purchase one of the most valuable libraries ever collected in connection with the Department of Physical Culture. The purchase has been made and the books are now in possession of the University.

The children of Gerhard and Hannah Foreman have presented to the University in the name of their father and mother the sum of $2,000 in cash, to be used for the assistance of deserving students, in accordance with terms indicated in the letter of gift. It is important to note that no better service can be rendered the University than gifts of this kind.

Another friend of the University, a citizen whose name is withheld by request, has presented us, during the Summer Quarter, with $60,600, to be used as a part of the endowment fund.

Other gifts have been made the details of which may not at this time be announced.

The gifts actually paid in to the University during the months of July and August, 1902, are as follows:

For special purposes not to be announced -	$200,000.00
For Buildings and Equipment - - -	95,000.00
For Law Library - - - - - -	25,000.00
For Current Expense - - - - -	31,250.00
For Endowment - - - - - -	60,600.00
For Russian Lectureship - - - -	2,000.00
For University College - - - - -	1,868.28
For *Astrophysical Journal* - - - -	276.03
For Astronomy Computer - - - - -	333.32
For Yerkes's Librarian - - - - -	100.00
Total - - - - - - -	$416,427.63

SUMMARY.

Paid in cash - - - - - - -	$355,827.63
Paid in securities - - - - - -	60,600.00
Total - - - - - - -	$416,427.63

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About one-third of this sum had been promised before the beginning of our fiscal year.

The money and securities actually paid in as gifts to the University during the twelve months closing June 30, 1902, have been classified by the Auditor as follows:

For special purposes, not to be announced	$1,053,978.28
For Endowment	1,001,087.69
For Buildings	578,356.00
For Current Expenses	253,144.00
For Department of Medicine	50,000.00
For History Books	17,500.00
For Electric Wiring	10,000.00
For Fellowships and Scholarships	5,667.50
For Laboratory School	5,055.00
For Russian Lectureship	2,000.00
For Gerhard and Hannah Foreman Fund	2,000.00
For Astronomy Computers	2,233.00
For Old Subscriptions	1,113.18
For President's Fund	870.00
For Yerkes Librarian	300.00
For Prizes	50.00
Total	$2,983,354.95

Paid in cash	$2,240,854.95
Paid in securities	742,500.00
Total	$2,983,354.95

THE SUMMER TEMPERATURE OF CHICAGO.

During the month of June the average maximum temperature was 71.8, the average minimum temperature 56.7, with an average mean of 64.2. During the month of July the average maximum temperature was 79.6, the average minimum temperature 65.3, with an average mean of 72.5. During the month of August, up to the 25th, the average maximum temperature was 72.6, the average minimum temperature 60.6, and the average mean temperature 67.6.

The average mean temperature for the Summer Quarter has been 68.1.

We close this afternoon a quarter's session, which according to the common opinion of students and faculty, has been the most successful of the nine summer quarters thus far held.

REPORT ON THE DECENNIAL PUBLICATIONS.

Since the last report on the Decennial Publications contained in the UNIVERSITY RECORD of February, 1902, considerable progress has been made in the publication of the series. In addition to the two volumes of "Reports, on Administration and Publications," and the eight volumes of original Investigations — these ten in quarto — arrangements have been made for the publication of a second series of volumes in octavo. As regards these volumes the following announcement may be made:

To be published October 1, 1902:

The Life and Repentaunce of Marie Magdalene, a morality-play of the sixteenth century, by Lewis Wager, edited from the original edition in the British Museum, with an Introduction, Notes, and Glossarial Index, by Assistant Professor FREDERIC IVES CARPENTER, of the Department of English. This play is one of the few still unpublished plays of this class and is now for the first time provided with editorial apparatus and made accessible for the general public. It should be of special interest to students of English as the literary treatment of the Magdalen legend and occupying a unique position in the history of the drama in presenting a mixture of type—morality, historical, and biblical—scarcely met with elsewhere.

A History of the Second Bank of the United States, Chartered in 1816. By Dr. RALPH C. H. CATTERALL, of the Department of History. — This book deals not only with the political events and monetary questions connected with the history of the United States Bank, but also with the subjects of branch drafts, the bank as a government agency, and the bank's control of other state banks and of currency. In addition to the material secured from ordinary sources, the author has had access to the manuscript papers of Nicholas Biddle, including an enormous mass of letters from prominent individuals in relation to the bank, as well as the letter-books of President Biddle himself. From these sources much new light is thrown upon the events immediately preceding the application in 1832 for a renewal of the charter, the struggle which followed, Biddle's management of the bank, and his opinions relative to the bank's attitude on political matters.

Assyrian and Babylonian Letters Belonging to the Kouyunjik Collections of the British Museum, Edited by Professor ROBERT FRANCIS HARPER, of the Department of Semitic Languages and Literatures. — This volume of the series is the eighth volume of Professor Harper's "Corpus of Assyrian and Babylonian Letters," Volumes VI and VII of

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which have been issued during the year from the University Press. The author has contributed to this volume a general Introduction to the letter literature as a whole, designed to give the student and general reader a fair idea of the importance of this class of inscriptions for the student of history, private and public life, diplomacy, warfare, and language.

The Poems of Anne, Countess of Winchelsea. By Assistant Professor REYNOLDS, of the Department of English. — The Countess of Winchelsea wrote during the years 1680–1720. A portion of her work appeared in 1713 in a volume now quite rare. Her unpublished poems are in two manuscripts, one in the possession of the Earl of Winchelsea and the other in that of Edmund Gosse. This volume contains all the available extant work of the author and is preceded by a biographical sketch compiled from original sources which appears in the Introduction, which contains a valuable contribution to the History of the Romantic Movement in English.

In addition to these four volumes the following will also be issued during the Autumn Quarter:

Studies in Logical Theory. By Professor JOHN DEWEY, of the Department of Philosophy, with the collaboration of several former Fellows and members of the Department of Philosophy. — The book undertakes a series of critical and constructive studies in logic along the lines of the recent work of such authors as Bradley, Bosanquet, Lotze, and Sigwart, as well as Mill and some of the earlier English writers. The volume represents the first fruits given to the public of the investigations carried on continuously in the seminar of the Department of Philosophy during the last eight years.

Legal Tender: A Study in English and American Monetary History. By Dr. SOPHONISBA P. BRECKINRIDGE, of the Department of Political Science. — The study presents the history of the exercise of the legal-tender power by the governments of England and of the United States, reviewing the forms in which the power to bestow the right has been exercised, of the reasons which have prevailed, of the constitutional and political considerations involved as a basis for the solution of economic problems connected with the subject.

Light Waves and Their Uses. By Professor ALBERT A. MICHELSON.—This book contains a course of eight lectures delivered before the Lowell Institute at Boston in the year 1899. The results of the investigation with which Professor Michelson has been engaged in the last twenty years are presented in language as free from technicality as possible, and contain much information about the light waves which is to be found only in scientific periodicals. The text is illustrated by 130 drawings.

Rôle of Diffusion and Osmotic Pressure in Plants. By Dr. BURTON E. LIVINGSTON, of the Department of Botany.— A thorough and concise treatise on the subject. In the first part the author aimed to supply the need of students whose knowledge of Chemistry and Physics is only elementary. In the second part he presents the present status of knowledge with regard to the osmotic occurrences in plants, with a full bibliography.

A History of the Greenbacks, with Special Reference to the Economic Consequences of Their Issue. By DR. WESLEY CLAIR MITCHELL, of the Department of Political Economy. —The first part of this book is devoted to the study of the chain of events which led up to the issue of paper money in the United States, the second part tracing in detail the effects of the detailed analysis of a metallic for a paper standard. The elaborate chapter on wages includes a detailed analysis of the Aldrich Report in comparison with the hitherto almost unused material by Mr. J. D. Weeks in Vol. XX of the Census of 1800. The book contains a statistical demonstration of an element of truth in the subsistence theory of wages, and studies on rent, interest, and profits, and the increase of the cost of the Civil War due to the issue of greenbacks.

La Perfecta Casada. By Miss ELIZABETH WALLACE, of the Romance Department is a reprint of the third edition (1587) of the popular prose work of Fray Luis de Leon with variants of the first edition and introductory notes. The text was reprinted by de Leon himself and forms an excellent basis for the study of the style and language of the great master of Spanish prose. The Introduction is written in Spanish.

Lectures on Calculus of Variations. By Professor OSCAR BOLZA, of the Department of Mathematics. — This book is based upon a series of lectures delivered by the author before the American Mathematical Society in 1901, presenting in detail the extraordinary progress in the calculus of variations during the last twenty-five years. Numerous drawings and historical references accompany the text.

Studies in General Physiology. By Professor JACQUES LOEB, of the Department of Physiology. — This volume will contain some of the author's principal papers on the subject of animal tropisms, heteromorphosis, and artificial transformation of organs, artificial parthenogenesis, physiological effects of ions, the effects of lack of oxygen, function of cell nucleus, etc. These papers have appeared scattered in German periodicals or as separate publications in German; and many of them are now out of print or inaccessible. It is believed that physiologists, biologists, and physicians will be interested in having these investigations gathered together in one volume in English.

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The following separate articles contributed to the Investigations are ready:

III. *Have We a Likeness of Christ?* The Testimony of Early Christian Art, by Professor FRANKLIN JOHNSON, of the Department of Church History.

IV. *Credit*, by Professor J. LAURENCE LAUGHLIN, of the Department of Political Economy; *The Use of Credit in Modern Business*, by Assistant Professor THORSTEIN B. VEBLEN, of the Department of Political Economy; *The Physical Characters of Indians of Southern Mexico*, by Associate Professor FREDERICK STARR, of the Department of Sociology and Anthropology.

V. *Greek Papyri from the Cairo Museum*, together with Papyri from Roman Egypt from American Collections, by Dr. EDGAR J. GOODSPEED, of the Department of Biblical and Patristic Greek.

VI. *A Greek Hand-mirror in the Art Institute of Chicago*, and *A Cantharus from the Factory of Brygos in the Boston Museum of Fine Arts*, by Professor FRANK B. TARBELL, of the Department of Classical Archæology; *The Meaning of ἐπὶ τῆς σκηνῆς in Writers of the Fourth Century*, by R. C. FLICKINGER, of the Department of Greek; *A Stichometric Scholium to the Medea of Euripides*, with Remarks on the Text of Didymus, by TENNY FRANK, of the Department of Latin.

VII. *On the Text of Chaucer's Parlement of Foules*, by ELEANOR P. HAMMOND, of the Department of English; *The Treatment of Nature in the Works of Nikolaus Lenau*, by Associate Professor CAMILLO VON KLENZE, of the Department of German; *Concerning the Modern German Relatives*, DAS *and* WAS, *in Clauses Dependent upon Substantivised Adjectives*, by Professor STARR WILLARD CUTTING, of the Department of German.

VIII. *Measures of Double Stars with the 40-Inch Refractor of the Yerkes Observatory in 1900–1*, by Professor SHERBURNE WESLEY BURNHAM, of the Department of Astronomy.

IX. *The Velocity of Light*, by Professor A. A. MICHELSON, of the Department of Physics; *Concerning the Geodesic Curvature and the Isoperimetric Problem on a given Surface*, and *Proof of the Sufficiency of Jacobi's Condition for a Permanent Sign of the Second Variation in the So-called Isoperimetric Problem*, by Professor OSKAR BOLZA, of the Department of Mathematics; *Ternary Orthogonal Group in a General Field*, and *The Groups Defined for a General Field by the Rotative Groups*, by Assistant Professor L. E. DICKSON, of the Department of Mathematics; *Amorphous Sulphur and Its Relation to the Freezing Point of Liquid Sulphur*, by Associate Professor ALEXANDER SMITH, with the collaboration of WILLISB. HOLMES, of the Department of Chemistry.

X. *On the Production of Suppression of Muscular Twitchings and Hypersensitiveness of the Skin by Electrolytes*, by Professor JAQUES LOEB, of the Department of Physiology; *On a Formula for Determining the Weight of the Central Nervous System of the Frog from the Weight and Length of the entire Body*, by Professor HENRY H. DONALDSON, of the Department of Neurology; *The Development of the Colors and Color Patterns in Coleoptera, with Observations upon the Development of Colors in Other Orders of Insects*, by Dr. TOWER, of the Department of Zoölogy.

In addition to the above mentioned articles the manuscript of a large number of contributions is in the hands of the printer and will shortly appear.

THE FACULTIES.

Dr. Cowles spoke on "Rivers and Their Vegetation" at Moline, Ill., May, 1902.

Mrs. Dixson has recently been elected to membership in the London "Ex Libris" Society.

Professor Iddings has been elected a Foreign Member of the Scientific Society of Christiania, Norway.

Assistant Professor Payne discussed "The Intensive Side of University Extension" at Pittsburg, Pa., March 22, 1902.

Assistant Professor L. E. Dickson has been chosen an Associate Editor of the *Transactions of the American Mathematical Society*.

The Yerkes Observatory was awarded a gold medal (first prize) for its exhibit of astronomical photographs at the Pan-American Exposition.

President Harper attended the final examinations of the West Point Academy as a member of the Board of Examiners appointed by the President.

Associate Professor Clark spoke on "Selfhood in Art" at the annual meeting of the Western Drawing Teachers' Association, Minneapolis, May 9, 1902.

Professor George Lincoln Hendrickson, of the Department of Latin, was given the honorary degree of L.H.D. at the seventy-sixth commencement of Adelbert College, Western Reserve University, June 12, 1902.

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Professor Hirsch has been appointed editor of the Biblical Department of the *Jewish Encyclopædia*, succeeding Professor Morris Jastrow who has resigned.

Associate Librarian Zella Allen Dixson addressed the Library students of the University of Illinois on the Subject, "Establishing the Ownership of Books," April 5.

Associate Professor Marion Talbot has assumed editorial charge of a new department of Domestic Science or Household Technology in *The House Beautiful*, published by Herbert S. Stone & Co.

Professor Millspaugh spoke on "Cuba" before the Hyde Park Men's Club, December, 1901; and on "Yucatan and its Lost Civilization" at the annual meeting of the Sigma Xi Society, University of Iowa, February 21, 1902.

Assistant Professor Mann spoke on "Histories and Bibliographies of Physics" before the Chicago Bibliographical Society, March 6, 1902. The article is published in the Yearbook of the Chicago Bibliographical Society for 1902.

Professor Ira M. Price delivered three addresses at the Moody Institute, March 11, 18, and 25, on "Monumental Light on Holy Writ;" and spoke on "Old New History out of the Tombs," at Russell Hall, Morgan Park, April 17.

Assistant Professor Locke spoke on "The Meaning of Education," April 1 and 3 in Masten Park High School, Buffalo, and Central High School, Buffalo; "Some Tendencies in Secondary Education," Northern Indiana Teachers' Association, South Bend, Ind., April 4.

Professorial Lecturer O. C. Farrington delivered an address on "The Educational Value of Museums" before the Educational Association, Minneapolis, July 9; and "The Meteorites of Northwestern Kansas," before the American Association for the Advancement of Science, Pittsburg, July 1.

Professor Henderson collected and interpreted the materials of the dialect songs of American negroes published by Professor Karl Bücher in his *Arbeit und Rhythmus*, dritte stark vermehrte Auflage, Leipzig, 1901, pp. 217–33; Anhang: "Arbeitsgesänge der Neger in den Vereinigten Staaten von Nordamerika."

Professor Ella Flagg Young delivered the following addresses: "Two Problems in Modern Education," May 8, Parents' Association of Laboratory School, Chicago; "Popular Education," May 10, Women Principals' Club, Chicago; May 14, Sullivan, Ill.; "Originality," May 17, Teachers' Club, Chicago.

Professor Burgess spoke on "The Future of Sunday-school Normal Work" at the Annual Cook County Sunday-school Convention, April 17, and on "Conditions of Work in the Latin Department of the Morgan Park Academy" before the Latin section of the Cook County High School Teachers' Association, April 24.

A silver medal was awarded to Professor Starr from the Pan-American Exposition for his exhibit of busts of Indians of Southern Mexico; a collection of objects made by these Indians consisting of dress, implements, weapons, etc., and a collection of Aztec musical instruments. The exhibit was made with the co-operation of the Mexican government. Professor Starr has been pursuing field work during the Autumn Quarter of 1901 among the Iroquois Indians of Western New York; especially examining their songs, games, and stories. During the same time he also gave a course of lectures before the students of the Auburn Theological Seminary, Auburn, N. Y., on "The Religion of the American Indians."

Associate Professor Starr has just issued the first sets of his "Types of South Mexican Indians." From his extensive series of portraits taken during investigations of the last four years he has selected sixty of the most characteristic. These are front and side views of each of thirty subjects, of whom twenty-three are males and seven are females. The twenty-three males include one from each of the twenty-three tribes

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studied. From the original negatives, contact positives were made, from which, in turn, large negatives on plates 11 × 14 were produced. These represent simply the head of the subjects and in exact size of life. From them prints have been made on the best English platinum paper, which is the most permanent known. The results are strikingly fine and make remarkable museum material. Only fifty sets will be printed.

BOOKS RECENTLY PUBLISHED BY MEMBERS OF THE FACULTIES.

Case, E. C., Palæontological Notes, "Contributions from Walker Museum," Vol. I, No. 3. Chicago, The University Press (pp. 6; 2 plates).

Clark, S. H. (editor), "Handbook of Best Readings;" New York: Charles Scribner's Sons, 1902; XXVII + 561 pp.

Cowles, H. C., "The Influence of Underlying Rocks on the Character of the Vegetation" in *Contributions from the Hull Botanical Laboratory*, No. XXXIV.

Goodspeed, Edgar J., The Newberry Gospels (pp. 32) in "Historical and Linguistic Studies in Literature Related to the New Testament," I, Vol. II, pt. 1. Chicago, The University Press.

Gore, Willard Clark, "The Imagination in Spinoza and Hume," a comparative study in the light of some recent contributions to psychology. *University of Chicago Contributions to Philosophy*, Vol. II, No. 4 (pp. 77).

Harper, Robert Francis, "Assyrian and Babylonian Letters," belonging to the Kouyunjik Collection of the British Museum. Part VI (pp. xvi, 581–700); Part VII (pp. xvi, 701–820). Chicago, The University Press.

Hessler, John C., and Albert L. Smith, "Essentials of Chemistry," for Secondary Schools. Boston: Sanborn & Co., 1902.

Moncrief, John W., "A Short History of the Christian Church." Chicago, The Fleming H. Revell Co., 1902 (pp. 456).

Moore, Addison Webster, "The Functional versus the Representational Theories of Knowledge in Locke's Essay." *University of Chicago Contributions to Philosophy*, Vol. III, No. 1 (pp. 67).

Muss-Arnolt, W., "A Concise Dictionary of the Assyrian Language," Part 12 (pp. 705–768). Berlin: Reuther & Reichard, 1902;—"Theological and Semitic Literature for the Year, 1901." Chicago: The University of Chicago Press, 1902 (pp. 112). Reprinted from the *American Journal of Theology* and the *American Journal of Semitic Languages and Literatures*, April, 1902.

Tufts, James Hayden, "James Tufts, a Memorial," Chicago, The University Press (pp. 145).

Young, Ella Flagg, "Some Types of Modern Educational Theory." *Contributions to Education*, No. VI. Chicago, The University Press (pp. 70).

RECENT ARTICLES BY MEMBERS OF THE FACULTIES.

Breasted, James H., "The First Philosopher," *The Monist*, April, pp. 321–336.

Burgess, Isaac B., "The Strength and Weakness of the Public High School," *The Conservative*, Nebraska City, Nov. 28, 1901.

Cowles, H. C., "Current Ecological Literature" in recent numbers of the *Journal of Geography;* "A. F. W. Schimper," *The Botanical Gazette*, February.

Dewey, John, "The Evolutionary Method, as applied to Morality," *Philosophical Review*, March; "The Interpretation of Savage Mind," *ibid*, May.

Dickson, Eugene L., "The Hyperorthogonal Groups," *Mathematische Annalen*, Vol. LV, pp. 521–72, February, 1902; "Canonical Form of a Linear Homogeneous Transformation in an Arbitrary Realm of Rationality," *American Journal of Mathematics*, Vol. XXIV, pp. 101–8, April, 1902; "Factors of a Certain Determinant of Order Six," *American Mathematical Monthly*, Vol. IX, pp. 66–68, March, 1902; "Linear Groups in an Infinite Field," *Proceedings London Mathematical Society*, Vol. XXXIV, pp. 185–205, November, 1901; "Theorems on the Residues of Multinomial Coefficients with Respect to a Prime Modulus, *Quarterly Journal of Mathematics*, Vol. XXXIII (1902), pp. 378–84.

Farrington, O. C., "The Action of Copper Sulphate on Iron Meteorites," *American Journal of Science*, July, 1902; "Meteorite Studies," *Field Columbian Museum Publications*, 64; "A New Meteorite from Kansas," *Science*, July 11.

Fenneman, N. M., "Development of the Profile of Equilibrium of the Subaqueous Shore Terrace," *Journal of Geology*, January.

Goodspeed, Edgar Johnson, "A Martyrological Fragment from Jerusalem," *The American Journal of Philology*, Vol. XXIII, No. 1; "The Haskell Gospels," *Journal of Biblical Literature*, Vol. XXI, Part 1.

Goodspeed, Geo. S., "Sennacherib's Invasion of Judah," *Cumberland Presbyterian Quarterly*, Vol. I, No. 2, June.

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Shepardson, Francis W.: Mowry's "Marcus Whitman and the Early Days of Oregon," *The American Journal of Theology*, April.

Small, A. W.: "Festgaben für Albert Schäffle zur siebenzigsten Wiederkehr seines Geburtstages," *The Journal of Political Economy*, March; Peixotto, "The French Revolution and Modern French Socialism;" Duclaux, "L'hygiène sociale;" Hart, "Foundations of American Foreign Policy;" Lane, "The Level of Social Motion;" Barth, "Vierteljahrsschrift für wissenschaftliche Philosophie und Sociologie," *American Journal of Sociology*, March and May.

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Votaw, C. W.: Heinrici, "Die Bergpredigt;" Grawert, "Die Bergpredigt nach Matthäus auf ihre äussere und innere Einheit . . . . untersucht;" Kennedy, "The Second and Third Epistles of St. Paul to the Corinthians;" "The

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Young, Ella Flagg: Laurie's "Training of Teachers;" Oppenheim's "Mental Growth and Control;" Search's "The Ideal School," *The School Review*, June.

THE ALUMNI.

NOTES AND COMMUNICATIONS.

Wilbur T. Chollar, '96, is business agent for *The American Weekly*, a religious paper published in Chicago.

Knight F. Flanders, '98, who has been studying architecture in Europe for five years, has returned to Chicago and entered his father's office.

Benjamin Strauss, '02, has secured a good position with the Equitable Life Insurance Company, and is working in the city this summer.

Clara A. Tilton, '98, who recently graduated from the New Haven Normal School of Gymnastics, has accepted a position as physical director in a ladies' school in Cleveland, Ohio.

A letter from Mrs. W. F. Dowd, '98, missionary in Inpur, Assam, India, states that she is six days' journey from the nearest white woman. Mr. and Mrs. Dowd are working among the Ao Naga tribe.

Frank G. Franklin, Ph.D. '00, has been elected to the chair of History in Mt. Union College, Alliance, Ohio. Mrs. Franklin, who was for some time a graduate student in English, takes the chair of English in the same institution.

Marcus P. Frutchey, '98, was recently elected vice-president and commercial agent of the Cincinnati, Richmond and Muncie Railroad with headquarters in Chicago. Mr. Frutchey has been the Chicago agent for the Colorado Midland.

Willis H. Linsley, '01, has been appointed assistant superintendent of the Chicago Underwriters Association.

John F. Voight, Jr., '96, state's attorney of Coles county, Ill., was recently elected vice-president of the Illinois Bar Association.

Arthur E. Bestor, '01, and James F. Hosic, Ph.B. '01, A.M. '02, have spent the Summer in England. Mr. Bestor returns to his position, the chair of History at Franklin College, Ind., and Mr. Hosic becomes head of the department of English at the Chicago Normal School.

Hannah B. Clark, Ph.D., 97, has accepted the deanship of women at Knox College, Galesburg, Ill. For the last three years she has been dean of women at West Virginia University and instructor in Sociology. At Knox she will teach Sociology in addition to her duties as dean.

Josephine M. Burnham, '01, formerly head of the English Department of Brownell Hall, Omaha, has accepted the chair of English at Wellesley. Her place at Brownell Hall will be taken by Florence M. Walker, Ph.B. '94, Ph.M. 95, who has been instructor in English at Grafton Hall, Fond du Lac, Wis.

An interesting letter has been received from Howard S. Galt, '96, missionary in Tungchou, Peking, China. Mr. Galt was in the midst of the Boxer riots in China and lost considerable property in the siege of Peking. He was recently elected to a position on the faculty of the North China College located at Tungchou.

The following announcements of marriages have been received:

Betts, Otie E., '00, to Mortimer B. Parker, St. Joseph, Mo.
Chandler, Vashti, '00, to G. M. Potter, LaGrange, Mo.
Fesler, Mayo, '97, to Gertrude A. Fails, Mileagrove, Penn.
Myers, George E., A.M., '01, to Harriet Blackstone, Ottawa, Kas.
Ritchey, John Paul, '00, to Mary C. Moore, '00, Chicago, Ill.

Among the recent appointments of Alumni made by the Board of Recommendation at the University are the following:

Axtell, Harold L., '98, Latin and Greek, University of Idaho.
Averill, William A., '02, Principal of High School, Sullivan, Ill.
Beal, William O., S.M. '02, Mathematics, Chicago Manual Training School.

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Belland, Lily, '02, Assistant Principal, High School, Batavia, Ill.
Bird, Grace, '97, English, High School, Morgan Park, Ill.
Brandeis, Hellen, '02, German, High School, DeGraff, Ohio.
De Cou, Edgar E., M.S., '97, Professor Mathematics, University of Oregon.
Doniat, Josephine C., '00, French and German, High School, LaGrange, Ill.
Eckerman, Carl J. E., '02, Mathematics, High School, Madelia, Minn.
Ferris, Vernon T., '02, Science, High School, Morgan Park, Ill.
Giles, Frederick M., '98, Principal, High School, De Kalb, Ill,
Hayes, Edward C., Ph.D. '02, Professor of Sociology and Political Economy, Miami University, Ohio.
Morgan, Margaret, '01, Latin, High School, Pueblo, Colo.
Sims, Frederick L., '03, Principal, High School, LaPorte, Ind.
Stranchon, Marguerite E., '99, English High School, Kansas City, Mo.
Sturtevant, Edgar H., Ph.D. '02, Professor Latin and Greek, Maryville College, Tenn.
Van Tuyl, Charles H., '02, Latin, Chicago Manual Training School.
Wrightson, Philip G., S.M. '02, Biology, High School, DeKalb, Ill.
Dains, Frank P., Ph.D. '98, Chemistry, Washburn College, Topeka, Kas.
Walker, Ella K., '01, History, Albert Lea College, Albert Lea, Minn.
Broadus, Edmund K., A.M. '00, English, University of South Dakota.
Prather, John M., Ph.D. '01, Biology, High School, St. Louis, Mo.
Sidey, Thomas K., Ph.D. '00, Latin, Normal School, Danville, Ind.
Shaklee, Alfred A., '99, Chemistry, High School, Jackson, Mich.

THE STUDENT PAPER.

The Committee of Fifteen apppointed at the annual meeting of the association to consider the proposition of Alumni financial control of the student publications at the University, made a thorough investigation of the question. The members of the committee, while holding decidedly different views as to the relations which the Alumni should sustain toward the new publication, were all agreed that the ideal plan was student control of both the financial and editorial interests of the paper.

In accordance with the instructions of the association the committee, after making its investigation, drafted an extended report which was to be sent to the Alumni. Before this report went to press, an agreement, satisfactory to all, was reached by which the two papers should be owned and controlled by the student body. This agreement made it unnecessary to publish the long report which had been prepared. The association was requested to make the monthly publication the official organ of the Alumni. The executive committee at a called meeting on September 2 adopted this suggestion and urged the members of the association to take an active interest in the new movement.

The secretary will furnish news and notes of interest to the Alumni, and he will be pleased to receive items concerning the Alumni, short stories and historical material which will be suitable for Alumni column in the new monthly magazine.

DECENNIAL DIRECTORY.

Plans are now under consideration for the publication of a *Directory* on a much broader scale than the one which appeared in October, 1900. If the plans are carried out the new Directory will contain 1) the name of every alumnus with a short biographical sketch; 2) the name and address of every student (not graduating) who has spent one year or more at the University; 3) the name, profession, and address of every fellow since 1892; 4) a geographical and alphabetical index; and other material not yet definitely decided upon.

The plans have necessarily delayed the publication of a directory as promised to the active members of the Association. As soon as the plans are fully matured, active work will be begun by the secretary.

IN MEMORIAM.

Genio M. Lambertson, of the class of 1872, was born at Franklin, Ind., May 19, 1850, and died in Chicago, June 15, 1902. His collegiate education was received at Franklin College, Franklin, Ind.; Wabash College, Crawfordsville, Ind., and the University of Chicago. He graduated from the University with honors in 1872. After leaving the University he prepared himself for the practice of law, in which profession he had marked success. In 1874 he began the practice of his chosen profession in Lincoln, Neb., where he was residing at the time of his death.

From the beginning of his career Mr. Lambertson took a prominent place in state and national affairs. In December, 1878, he was appointed by President Hayes United States District Attorney

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for the State of Nebraska, which position he held with distinguished ability for more than eight years. In 1887 President Cleveland tendered him a temporary re-appointment which he declined. He served for a short time as assistant secretary of the treasury under President Harrison. He was strongly supported as a candidate for the Senate from the State of Nebraska and was recently mentioned to fill a vacancy on the federal bench. After retiring from public life, he was actively engaged in the practice of law in Lincoln. During the receivership of the Union Pacific he was attorney for the road.

No lawyer in Nebraska enjoyed a more exalted position at the bar and on the public platform. Throughout the state he was known by his towering figure, his rugged and massive features — a man of imposing stature. Being a man of sterling honor, of deep sympathies, of keen intellect and eloquent speech, he won many friends at home and abroad. He was active not only in his profession, but also in the political and religious life of his state. He was a leader in reforms which he believed ought to be adopted. He was often called upon to give the layman's point of view concerning religious problems.

Mr. Lambertson always took an active interest in the welfare of the University and her alumni. He had come from his home to attend the exercises on Alumni Day. At the banquet on the evening of June 14 he delivered an eloquent toast to his Alma Mater. No words more fittingly express the sentiments of the alumni who were present on that occasion or who have known our distinguished alumnus, than the resolutions which were adopted by the association on the news of his death.

WHEREAS, The Alumni Association of the University of Chicago has been unexpressibly shocked and grieved in the sudden death of our honored member, the Hon. G. M. Lambertson, following so swiftly upon the festivities of our annual meeting, where his words of cheer and wisdom contributed so much to the enjoyment of the day, and

WHEREAS, The distinguished dead has eminently served his country in responsible public services and has been an ornament to his profession and an honor to his Alma Mater, standing always for that high intelligence and honor for the realization of which our University exists, and

WHEREAS, His family and friends have suffered, without warning, an untold sorrow in his sudden death, therefore be it

Resolved, That the Alumni Association of the University of Chicago express to the family and friends of the eminent alumnus thus suddenly called to his rest the deep sympathy of all its members in the bereavement which has befallen them, which is the bereavement of all of us; and that we testify to the high esteem in which this Association holds the deceased for his exalted character, his eminent services, his great ability and his personal qualities of heart and life; and that we testify further to our faith that the devotion to the truth, which is the keynote to the life of true scholarship, finds its best reward in the broader knowledge and fuller experience of the life upon which our honored fellow member has entered.

Resolved, That these resolutions be transmitted to the family of the deceased, and be spread upon the records of the Association.

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THE UNIVERSITY RECORD

OF

THE UNIVERSITY OF CHICAGO

FOUNDED BY JOHN D. ROCKEFELLER

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VOLUME VII NUMBER 6

UNIVERSITY RECORD

OCTOBER, 1902

THE LAW SCHOOL OF THE UNIVERSITY OF CHICAGO.

ITS ORGANIZATION.

The establishment of a law school was a natural and necessary step in the development of the work of the University. The organization of such a school presented the problem of the proper adjustment between academic and professional work. For a considerable time the tendency had been in the United States toward a connection between colleges or universities and law schools, but this connection did not involve any organic relation. None of the western law schools required for admission more than the completion of a high-school course, and the great majority of law students were not men of academic training; on the other hand the two foremost law schools of the East—Harvard and Columbia—had just raised, or were about to raise the standard of admission to the requirement of a college degree. The arguments in favor of the lower requirement have been recently restated in an admirable manner by President Hadley of Yale, who points out the undeniable fact that the higher standard shuts out many men otherwise well qualified who cannot afford the expenditure of time and money involved in the longer preparation for their professional work. The great value of a thorough liberal education as an aid to the successful carrying on of professional studies, and in giving a higher meaning and interest to the practice of a learned profession, is however, universally recognized, and the great success of the Harvard Law School showed that the higher standards appealed to a large and growing constituency in the country. The University, while conceding that law schools of the prevailing type were and would for a considerable time continue to be, a necessity, also realized the fact that its position and its resources gave it the opportunity, and made it its duty, to adopt the highest standard of legal education, and to establish its law school upon the foundation of academic work. It was at the same time recognized that it would entail no substantial sacrifice of the principle thus adopted to let the last year of the college work count as the first year of the professional work. Professional work, properly conducted, has much the same cultural value as academic work, and six years in the aggregate of academic and professional work ought to satisfy fully the demand for liberal education. The first year of law-school work, moreover, presents a most admirable form of intellectual training, and is well worth counting toward the Bachelor degree.

It was therefore decided to require for admission to the Law School the completion of three years of college work and to confer the Bachelor degree upon the completion of the first year of the law-school work. The second and third year work being graduate work, it seemed proper to grant to those who complete the curriculum the degree of Doctor of Law (J. D.) This form of degree was chosen upon consultation with the two other graduate law schools of the country, and in the expectation of its adoption by these schools in the near future. The law school ad-

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mits as special students persons who are upwards of twenty-one years of age and who do not comply fully with the regular admission requirements. Special students who are qualified to enter the University may be accepted by the faculty as candidates for the degree of LL.B., the degree to be granted only if the candidate maintains a high standing (an average of B) throughout his work. By requiring a specially high quality of work, a check will be placed upon the indiscriminate admission of special students and the character of the school as a graduate school will be strengthened. Special students who show exceptional merit will receive proper recognition, but the degree of J. D. will be reserved for college graduates.

The curriculum of the school is largely determined by the historical development of the common law and by the legal requirements for admission to the practice of the law. The work of the first year is required, and consists of the the following courses: Contracts, Torts, Persons, Property, Criminal Law, Agency, and Pleading. The work of the second and third year is elective, with the exception of practice work which all students take, and without fixed order of succession. During the present year the following second and third year courses are offered: Evidence, Equity, Corporations, Trusts, Bills and Notes, Conveyancing, Wills and Future Interests, Partnership, Sales, Suretyship, Bankruptcy, Conflict of Laws, Constitutional Law, International Law, and Municipal Corporations. In addition there are lecture courses on Patents, Copyrights, Trademarks, Mining, Admiralty, Railroads, Federal Jurisprudence, and Legal Ethics.

It is very desirable that the education of the law student should include instruction in history, economics and political science. It is from this point of view that the requirement of previous academic work is of particular value. For the student needs his full three years for the professional work, and having once entered upon this work, is rarely willing to give much time to studies without direct bearing on the practice of the law. Provision has therefore been made for a pre-legal curriculum in the third year of the college course, devoted chiefly to political economy and American and English constitutional history. The student will thus enter upon the study of the law with some knowledge of the foundation of legal principles in historical tradition and economic and social requirements.

While the Law School regards it as its first and foremost function to train lawyers, it realizes its duty to the university to cultivate legal science in its less practical aspects. Opportunity will be given for the pursuit of graduate studies in systematic and comparative jurisprudence, legal history and principles of legislation. This branch of the work of the Law School will be closely affiliated with the work of the Departments of History, Political Economy, Political Science, and Sociology.

A library of about 18,000 volumes has been secured or is in course of being purchased, at an expense of $50,000; the library includes the reports of all the courts of the United States, and of the several states and territories, of England, Scotland, Ireland, Canada, Australia, and India, the statutes now in force in these jurisdictions, and a large number of session laws, many of them rare and valuable. An adequate collection of foreign reports and statutes, magazines, and treatises, is being added to the sources of the common law. The law school will thus own one of the best law libraries in the country.

The law school has opened its work with a registration of sixty students, one-fourth of this number being second and third year students.

ITS QUARTERS, TEMPORARY AND PERMANENT.

The Law School is temporarily housed on the second and third floors of the Press Building, which was finished in the summer of 1902, and is one of the best and most modern buildings of the University. On the third floor are the reading room and the library. The reading-room, lighted

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from south, west, and north, is a cheerful and attractive room, furnished with study tables and chairs in dark oak, with seats for one hundred students. Around the room are the *National Reporter* series of reports, the American Decisions Reports, and State Reports, the United States, Illinois Supreme and Appellate Court Reports, and the other English and American reports most commonly used, as well as the principal statutes-books of the states. Immediately adjoining is the library containing the stacks in which most of the books are placed; to these the students have free access. In the library are found also the dean's office and the study-tables of the professors, who are ready at all times to be consulted by students on legal or other difficulties. In one corner of the library is the Faculty Room, which is also used as a lecture-room for the smaller classes. The main lecture-room is on the second floor, well-lighted and ventilated. Lockers are provided for the students, who are thus able to make the school their headquarters during the entire working day. The reading-room is open from eight in the morning until ten at night.

Plans have been accepted for the new building of the Law School, which is expected to be ready for occupancy by the beginning of the year 1904. The building will be of stone, in the English Gothic style, which has been consecrated to English law by the use for legal purposes of Westminster Hall and the Inns of Court. The basement will contain smoking and conversation rooms, toilet-rooms, and lockers. On the first floor will be two large lecture-rooms, capable of seating about one hundred and fifty men each, and a number of smaller lecture-rooms, class-rooms, offices, etc. On a mezzanine floor above will be the stack-room of the library, 9 feet high, occupying this entire floor of the building; here will be the work tables and studies of the professors, the librarian's room and other rooms for the administration of the library, and stack-room for at least 125,000 law books. Above this will be the reading-room, a great hall 180 feet long and 50 feet wide, with timbered roof and clere-story windows equaling in dignity and beauty the great English academic halls. The finishing and furnishing of this hall will be under the direction of the architects, Messrs. Shepley, Rutan and Coolidge. The impressive dignity and the historic associations of the architecture of this great hall will of themselves be of great educational value. The reading-room will furnish wall space for about 25,000 volumes. On the same floor will be the dean's office, and a large lecture-room seating two hundred and fifty men.

The building will be thoroughly ventilated, and all parts of it, except the smaller lecture-rooms, will be lighted by windows on opposite sides. The building will be in the main quadrangle of the University, and will be connected by covered passages with the general library of the University and with the building of the Historical departments, when the latter buildings are erected.

JOSEPH HENRY BEALE, JR., A.M., LL.B.,
Professor of Law and Dean of the Law School.

Joseph Henry Beale, Jr., was born at Dorchester, Mass., October 12, 1861, and educated at Chauncy Hall School, Boston, and at Harvard College, graduating A.B. in the class of 1882. After teaching for a year at St. Paul's School, Concord, N. H., he spent a year in the Graduate School at Harvard University and three years in the Harvard Law School, graduating from the latter in 1887 with the degrees A.M. and LL.B. Admitted to the Massachusetts bar in 1886 he practiced law in Boston from 1887 to 1892, and again from 1900 to 1902, holding appointments as lecturer on damages at the Harvard Law School in 1891; instructor in criminal law and carriers, 1891–2; assistant professor of law, 1892–97, and professor of law since 1897. In 1898 Mr. Beale was a member of the Massachusetts State Commission to simplify criminal pleadings, and assisted in drafting the bill which was passed by the legislature of 1899.

While a student in the law school Mr. Beale was one of the founders of the Harvard *Law*

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Review, and contributed an article on "Tickets" to the first number. Since that time he has frequently contributed articles on legal subjects to the Harvard *Law Review* and the *Green Bag*, has edited the last editions of Sedgwick on "Damages," of May's "Criminal Law," and of Parsons on "Partnership," has written a book on "Criminal Pleading and Practice," and an introduction to the latest edition of "Glanville;" has compiled collections of cases on Criminal Law, Carriers, Damages, and Conflict of Laws, and jointly with Mr. B. Wyman on Public Service Companies. Mr. Beale read a paper on "Massachusetts Charter Legislation," at the last meeting of the National Municipal League and a paper on "The First Year Curriculum of Law Schools" at the last meeting of the American Bar Association.

ERNST FREUND, J.U.D., PH.D.
Professor of Law.

Ernst Freund was born in 1864 in the city of New York, where his father was established in business as a merchant importer. He received his education in Germany, attending the Gymnasium in Dresden and in Frankfort-on-the-Main. From 1881 to 1884 he pursued the study of the law at the Universities of Heidelberg and Berlin, receiving the degree of J.U.D. from Heidelberg in 1884. He thereafter studied law in New York in the Law School of Columbia College under Professor Dwight, and was admitted to the bar in 1886. He practiced law from 1886 to 1893, devoting himself chiefly to conveyancing. From 1892 to 1893 he held the position of Lecturer on Administrative Law and Municipal Corporations in the School of Political Science of Columbia University. In 1894 he received an appointment as Instructor in the Department of Political Science of the University of Chicago, with which he remains now connected as Professor of Jurisprudence and Public Law. In 1897 he received the degree of Ph.D. from Columbia University. Mr. Freund has published an *Essay on the Legal Nature of Corporations*, and has contributed a number of papers on legal subjects to American and German periodicals, especially to the *American Law Review*, the *Harvard Law Review*, and the *Political Science Quarterly*.

HORACE KENT TENNEY, A.B., LL.B.,
Professor of Law.

Horace Kent Tenney was born at Portage, Wis., on the 11th of September, 1859. During his early childhood his parents removed to Madison, Wis., where he resided with them until 1871, when the family removed to Chicago. He attended the public schools for a time, and was fitted for college at the preparatory department of the old University of Chicago. At the beginning of the college year of 1876 he entered the classical course of the University of Vermont as a member of the class of 1880. He left that university at the end of the junior year, and in September, 1879, entered the law school of the University of Wisconsin at Madison, from which he was graduated with the degree of Bachelor of Laws in June, 1881. Before being graduated he had been admitted to the Wisconsin bar in November, 1880, and immediately after graduation in 1881 he entered upon the practice of the law in Chicago, where he has since remained in the practice of his profession. He is now the senior member of the firm of Tenney, McConnell, Coffeen & Harding.

In 1891 the University of Vermont conferred upon Mr. Tenney the degree of A.B., as a degree in course with the class of 1880.

Mr. Tenney has been a lecturer upon practice in the John Marshall Law School, and has served as first vice-president of the Chicago Bar Association, of which he is a member. He is also a member of the Illinois State Bar Association and the American Bar Association.

BLEWETT LEE, A.B., LL.B.,
Professor of Law.

Blewett Lee was born near Columbus, Miss., on March 1, 1867, the son of Lieutenant-General Stephen D. Lee, one of the surviving command-

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ers of the Confederate Army. He graduated from the Agricultural and Mechanical College of Mississippi in 1883, with the degree of B.S., spent two years in study at the University of Virginia, and afterward studied law at Harvard, graduating from that university in 1888 with the degrees of LL.B. and A.M. The next year he spent in foreign travel and in study at the universities of Leipsig and Freiberg. In 1889 he became private secretary of Justice Gray, of the Supreme Court of the United States. In 1890 he began the practice of law at Atlanta, Ga., where he remained for three years. During this time he became a member of the first faculty of the Atlanta Law School. In 1893 he came to Chicago to take a professorship in the Northwestern University Law School, with which he remained connected until his appointment in 1902 as general attorney of the Illinois Central Railroad Company, a position he still retains. Mr. Lee has been engaged in the general practice of law since 1890, and has had occasion to devote special attention to the subjects of carriers, corporations, and constitutional law.

JULIAN WILLIAM MACK LL.B.,
Professor of Law.

Julian W. Mack was born in San Francisco, Cal., July 19, 1866. Four years later he removed to Cincinnati and was a student in the public schools and Hughes' High School of that city until his graduation in 1884. Three years were spent at the law school of Harvard University. In 1887 he was chosen class orator and received the degree LL.B. *cum laude*. In the years 1887–1890 he studied at the Universities of Berlin and Leipsig upon the Parker Fellowship of Harvard University. Returning to this country in 1890 he made Chicago his home, and in the same year was admitted to the bar of the Supreme Courts and of the Federal Courts of Ohio and Illinois. He has been in active practice in Chicago since then.

Mr. Mack was appointed professor of law in Northwestern University in 1895, and held this place until his appointment in September, 1901, to a professorship in the new law school of the University of Chicago.

Mr. Mack is a member of the Quadrangle, the Literary, the Law and the Ravisloe clubs of Chicago, and of the American, Illinois and Chicago Bar Associations.

CLARKE BUTLER WHITTIER, A.B., LL.B.,
Professor of Law.

Clarke Butler Whittier was born in St. Louis, Mo., in 1872. His parents shortly afterwards removed to Toronto, Canada, where his childhood was spent, and in 1881 southern California became the family home. Mr. Whittier graduated from the Riverside, Cal., High School in 1890 with its first class, having completed the required work and entered college a year previously. Two years, 1889–91, were spent at the University of the Pacific, at San José, Cal. When Leland Stanford Junior University opened its doors in 1891 he entered the junior class, and in 1893 received the degree of Bachelor of Arts, with history as his major subject. The next two years were spent in the Harvard Law School. The third year he took a leave of absence and practiced law in Los Angeles, Cal. Mr. Whittier received his law degree with his class in 1896. Having decided to make the teaching of law his life work, plans were laid for further study. A preliminary year was spent at Stanford University in the study of history and economics. During this year Mr. Whittier accepted an instructorship in law in his Alma Mater. The position became more important as the work of the department was enlarged, and he has since remained at Stanford, being made Assistant Professor in 1899 and Associate Professor in 1900. When he began work only one year of law work was offered. Since then the Department of Law has been fully organized, and Mr. Whittier had the opportunity of assisting Mr. Nathan Abbott, the major professor, in the development of plans for its increased efficiency.

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JAMES PARKER HALL, A.B. LL.B.,
Professor of Law.

Mr. James Parker Hall entered Cornell University from the high school of Jamestown, N. Y., in 1890, received a Phi Beta Kappa key in his junior year, was one the Woodford orators in his senior year, and also commencement orator. He was graduated A.B. in 1894 from Cornell University and LL.B. *cum laude* from the law school of Harvard University in 1897. During his stay at Cambridge he was president of the Harvard Union, and he is now permanent secretary of his law-school class. In the autumn of 1897 Mr. Hall was admitted to the New York bar and began practice in Buffalo with the firm of Bissell, Carey & Cooke. In 1898–1900 he was lecturer on real property and constitutional law in the Buffalo Law School. In 1900 he abandoned the active practice of law to accept the appointment of associate professor of law in Leland Stanford Junior University. Two years later he was called to a professorship in the Law School of the University of Chicago. In 1901 Mr. Hall gave an address upon "The Insular Decisions" before the California Bar Association.

HON. HENRY VARNUM FREEMAN, A.M.,
Lecturer on Legal Ethics.

Henry Varnum Freeman, presiding justice of the branch of the Appellate Court, First District of Illinois, is of Massachusetts ancestry, a descendant of the Plymouth colony pilgrims. His father, who was for many years superintendent of schools in Freeport and Rockford, Ill., having removed to this state in 1856, was widely known and honored both as a teacher and a man. Henry Varnum Freeman was fitted for college in the public schools and the preparatory department of Beloit College, and was admitted to that institution in 1862. In August of that year, however, he enlisted in the army as a private soldier. He served in the Army of the Cumberland until the end of the Civil War, returning home in 1865 with the rank of captain. He entered Yale University in September of that year, graduating in the class of 1869. Engaging then in the study of law, he was admitted to the bar, became principal of the high school at Charleston, Ill., and after some experience as a clerk in a law office began the independent practice of the law at Chicago in 1873. He continued in active practice until 1893, when he was nominated by the Bar Association of Chicago for Judge of the Superior Court, was subsequently endorsed by the Republican convention, and elected, taking his seat upon the bench in December of that year. Five years later he was re-elected, was appointed by the Supreme Court a justice of the Illinois Appellate Court, and assigned to the branch of that court sitting in the First District at Chicago, of which at present he is presiding justice. His opinions are reported in the *Illinois Appellate Court Reports*, commencing with volume 75.

Judge Freeman is a member of the Chicago Literary Club, of which he has been president; of the Illinois Commandery of the Military Order of the Loyal Legion, of which he has been commander; of the Quadrangle, the University, the Hamilton, and Homewood Country clubs, and of the George H. Thomas Post of the G. A. R. He received the degree of A.M. from Yale in 1874, became lecturer on medical jurisprudence in Rush Medical College in 1898, and is now lecturer on legal ethics in the Law School of the University of Chicago.

CHARLES EDWARD KREMER,
Lecturer on Admiralty Law.

Charles Edward Kremer was born at Oshkosh, Wis., and attended the German and English grammar schools and the high school of that city. After a brief experience as teacher of a district school, he entered the law offices of H. H. and G. C. Markham, at Milwaukee, in 1871, and remained with these gentlemen as a student and clerk until his admission to the bar of Wisconsin, in October, 1874. In May of the following year he came to Chicago and began the practice of law, with admiralty cases as his specialty, for which he had fitted himself not only by the study of mari-

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time law, but by a thorough acquaintance with the construction and navigation of every kind of water craft upon the lakes. Soon after his arrival in Chicago, Mr. Kremer founded the Chicago Yacht Club, and has been ever since a member of it, and an active yachtsman.

For more than twenty years Mr. Kremer has had the largest admiralty practice in Chicago and the Northwest. During this time he has appeared in all the important admiralty cases in his circuit, and in many important cases beside in the adjoining sixth and eighth circuits. He has aided in the settlement of the law and practice in numerous leading admiralty cases in the Supreme Court of the United States, and is still an active practitioner in this branch of the law. Since 1893 Mr. Kremer has been a lecturer on maritime law and admiralty practice in the Chicago College of Law.

FRANCIS WARNER PARKER, A.B., LL.B.,
Lecturer in Patent Law.

Francis Warner Parker was born in Alton, Ill., in 1858, and was educated in the Alton public schools and at Shurtleff College, Upper Alton, Ill., where he took the degree of A.B. in 1878 and A.M. in 1884. He has resided in Chicago since 1879. Here he has pursued the study of law, and here he was admitted to the bar in 1880. He is a member of the bar of the Supreme Court of the United States and of the State of Illinois and the various circuit and district courts in and about Chicago. He was an examiner in the Patent Office in Washington during portions of the years 1881, 1882, and 1883. Since then he has been actively engaged in the practice of patent law in Chicago. He was a member of the Thirty-fourth General Assembly of Illinois, serving during the session of 1885 on the judiciary and other committees. He is a member of the Illinois State Bar Association, the Chicago Bar Association and the Patent Law Association. He has long been actively interested in educational matters as a trustee of Shurtleff College, and recently as a trustee of the University of Chicago. He resides at the Hotel del Prado and has four sons who are attending the various preparatory schools of the University.

GEORGE RECORD PECK, A.M., LL.D.,
Lecturer on Railroad Law.

Mr. George Record Peck was born near Cameron, Steuben county, New York, May 15, 1843. His parents removed in 1849 to Jefferson county, Wis., where they settled near Palmyra, and where he remained at home alternating work and study until 1861.

In 1862 he left college and enlisted as a private in the First Wisconsin Heavy Artillery, and afterwards was promoted to a lieutenancy in the 31st Wisconsin Infantry. He was with Sherman's Army in its march to the sea, and was engaged in the important battles and sieges of that campaign.

In 1871 Mr. Peck removed to Independence, Kas., and practiced his profession until 1874, when he was appointed by President Grant, United States Attorney for Kansas. He was reappointed by President Hayes, but resigned three years later to form a partnership at Topeka with Hon. Thomas Ryan, who was later United States Minister to Mexico, and is now Assistant Secretary of the Interior.

From 1881 to 1893, with the exception of two years, Mr. Peck was the general solicitor of the Atchison, Topeka & Santa Fé Railway Co. In 1893 he removed to Chicago, and two years later he became the general counsel of the Chicago, Milwaukee & St. Paul Railway Co. This position he now holds. He is also the senior member of the law firm of Peck, Miller & Starr, Chicago.

Upon the death of Senator Plumb, in 1892, Mr. Peck was tendered the appointment of United States senator from Kansas, but declined. He is member of the Loyal Legion, and the Grand Army of the Republic, and has served as commander of the Grand Army.

In 1900 Mr. Peck delivered the annual address, "The March of the Constitution," before the American Bar Association.

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Mr. Peck has received the degrees of A.M., Milton College, 1902; of LL.D., University of Kansas, 1890, Union College, 1898, Bethany College, 1901.

FRANK FREMONT REED

was born at Monmouth, Ill., August, 1857; he is the son of Philo E. Reed and Minerva D. Reed, who were Ohio people. During the War of the Rebellion Mr. Reed's father was Captain of Company A, Eighty-third Illinois Infantry. He was killed at Fort Donelson while defending the fort from an attack of Forrest and Wheeler's cavalry, on February 13, 1863.

In 1866 Mr. Reed and his mother returned to Warren, Trumbull county, O., where he was graduated from the public schools and the high school, preparatory for college. In 1876 he entered Michigan University and was graduated from its Literary Department with the degree of A.B. in 1880.

After leaving the college he spent one year at Cleveland in the law office of Tyler & Dennison, and another year in the office of Hutchins & Tuthill, at Warren, O. In the fall of 1882 Mr. Reed came to Chicago and was admitted to the bar here. He entered the office of Dent & Black. In the following May he went with Moses & Newman, with which firm he was associated for four years, at the end of which time he was admitted to the firm, which continued with the firm name of Moses, Newman & Reed until January 1, 1,888 when Mr. Reed withdrew, forming other connections, the last one, with Charles H. Aldrich, Solicitor General of the United States under President Harrison, the firm name being Aldrich & Reed. This firm dissolved in 1897, and since that time Mr. Reed has been practicing law alone with offices in the Home Insurance Building.

For the past five years he has been non-resident Lecturer on Copyright and Trade Mark Law in Michigan University as well as in the Chicago College of Law. Mr. Reed has made a specialty of Trade Mark and Copyright Law, though his practice has not by any means been confined exclusively to these branches.

SAMUEL WILLISTON, AM., LL.B.,
Lecturer on Federal Jurisdiction.

Samuel Williston was born in Cambridge, Mass., on September 24, 1861. His parents were Lyman R. Williston and Anne E. (Gale) Williston. He was fitted in private schools and at the Cambridge High School for Harvard College, which he entered in 1878 and from which he graduated in course in 1882. For three years after graduation he was occupied in Newport, R. I., and in Philadelphia as a private secretary and as a teacher, but in 1885 returned to Cambridge and entered the Harvard Law School. He graduated *cum laude* in 1888, representing the law school on the university commencement stage, and also receiving a prize awarded by the Harvard Law School Association for an essay on the history of the law of business corporations. After graduation followed a year at Washington as secretary of Justice Horace Gray, and in October, 1899, Mr. Williston began practice in Boston in connection with the firm of Hyde, Dickinson & Howe. In 1890 he was appointed assistant professor of law in the Harvard Law School, and thereafter withdrew from practice to a large degree, though not entirely. In 1895 he was promoted to a professorship, which he still holds in the same institution. During the past fifteen years he has made numerous contributions to legal periodicals, especially the *Harvard Law Review*. He edited the eighth edition of *Parsons on Contracts* (1893); *Cases on Contracts* (1894); *Cases on Sales* (1894); *Stephen on Pleading* (1895); *Cases on Bankruptcy* (1901–2). In 1894–95 he was a bar examiner for Suffolk county.

JOHN MAXCY ZANE

was born March 26, 1863, at Springfield, Ill.; was educated at the grammar schools and high school of that city; entered the University of Michigan September, 1880, took the classical

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course in the Department of Literature and Arts, was graduated in June, 1884, with the degree of Bachelor of Arts (A. B.); after graduation went to Salt Lake City, Utah, with his father, Charles S. Zane, who was for many years Circuit Judge at Springfield, Ill., and from 1884 until 1900 Chief Justice of Utah. After going to Utah Mr. Zane studied law with his father, was admitted to the bar in 1888, was Assistant United States Attorney of Utah from 1889 to 1893; was Reporter of the Supreme Court of Utah from 1889 to 1894, and edited Volumes IV to IX of the *Utah Reports;* was in general practice at Salt Lake City until 1899; in that year removed to Chicago, and published *Zane on Banks and Banking* in June, 1900. In June, 1901, entered the firm of Shope, Mathes, Zane & Weber and is now engaged in general practice.

THE CURRICULUM.

The curriculum of the law course covers one year of pre-legal studies and a three-years' course of professional law studies.

I. THE PRE-LEGAL CURRICULUM.

The following six Majors are required.

DEPARTMENT OF POLITICAL ECONOMY.

2 Majors.

1, 2. Principles of Political Economy. Exposition of the laws of Modern Political Economy.—These courses are designed to give the students an acquaintance with the working principles of Modern Political Economy. The general drill in the principles cannot be completed in one quarter; and the department does not wish students to elect Course 1 who do not intend to continue the work in Course 2. Descriptive and practical subjects are introduced as the principles are discussed, and the field is only half covered in Course 1.

ASSISTANT PROFESSORS HILL AND HATFIELD.

THE DEPARTMENT OF HISTORY.

4 Majors.

13. The Constitutional and Political History of England to the Reign of Edward I.

PROFESSOR TERRY.

14. The Constitutional and Political History of England from the Reign of Edward I. to the Revolution of 1688. PROFESSOR TERRY.

17. Constitutional History of the United States to 1875. ASSOCIATE PROFESSOR SHEPARDSON.

88. Constitutional History of the United States since 1815. ASSOCIATE PROFESSOR SHEPARDSON.

Also three additional Majors which the student is advised to elect from the following list of courses:

Finance.
Financial History of the United States.
Accounting.
Money and Practical Economics.
Technique of Trade and Commerce.
Constitutional History of England since 1688.
Europe in the Nineteenth Century.
Comparative National Government.
Federal Government.
Comparative Politics.
Municipal Government.
Primitive Social Control.
Criminology.
History of Political Ethics.
Logic.

Students are expected to have had the usual course in Civil Government in the United States before entering upon the pre-legal curriculum; if not, they must make up that course during the pre-legal year.

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II. THE PROFESSIONAL CURRICULUM.

First Year.

The work of the first year is required.

Contracts. Professor Whittier.
Text-book: Keener, *Cases on Contracts.*

Torts. Professor Hall.
Text-book: Ames and Smith, *Cases on Torts.*

Criminal Law. Professor Beale.
Text-book: Beale, *Cases on Criminal Law.*

Property. Professor Freund.
Text-book: Gray, *Cases on Property*, Vols. I and II.

Persons. Professor Freund.
Text-book: Woodruff, *Cases on Domestic Relations.*

Pleading. Professor Whittier.

Agency. Professor Hall.
Text-book: Wambaugh, *Cases on Agency.*

Second and Third Year.

The second and third-year courses are elective, and may be distributed over the two years without fixed requirement of succession.

Trusts. Professor Mack.
Text-book: Ames, *Cases on Trusts.*

Bills and Notes. Professor Mack.

Conveyancing. Professor ———.
Text-book: Gray, *Cases on Property*, Vols. III and VI.

Sales. Professor Hall.
Text-book: Williston, *Cases on Sales.*

Jurisprudence and Conflict of Laws. Professor Beale.
Text-book: Beale, *Cases on the Conflict of Laws.*

Constitutional Law, I.—Organization of government. Police power. Professor Freund.
Text-book: Thayer, *Cases on Constitutional Law*, Vol. I.

Constitutional Law, II.—The Federal Constitution. Taxation. Commerce. Professor Hall.
Text-book: Thayer: *Cases on Constitutional Law*, Vol. II.

Private Corporations. Professor Lee.
Text-book: Smith, *Cases on Private Corporations.*

Municipal Corporations. Professor Freund.
Text-book: Smith, *Cases on Municipal Corporations.*

Evidence. Professor Whittier.
Text-book: Thayer, *Cases on Evidence.*

Equity. Professor Beale.
Text-book: Ames, *Cases on Equity*, Vol. I.

Suretyship and Mortgage. Professor Whittier.
Text-book: Ames, *Cases on Suretyship.*

Partnership. Professor Hall.
Text-book: Ames, *Cases on Partnership.*

Bankruptcy. Professor Mack.
Text-book: Williston, *Cases on Bankruptcy.*

Wills and Future Interests. Professor Freund.
Text-book: Gray, *Cases on Property*, Vols. IV, V, and VI.

Practice. Professor Tenney.

The course in International Law is offered by Professor Judson in the department of Political Science.

The following courses will be offered in subsequent years, but are omitted in 1902–3:

Administrative Law. Professor Freund.

Carrier's and Public Service Companies. Professor Beale.
Text-book: Beale and Wyman, *Cases on Public Service Companies.*

Quasi Contracts. Professor Whittier.

Equity, II. Professor Beale.
Text-book: Ames, *Cases on Equity*, Vol. II.

Equity Pleading. Professor Whittier.

Roman Law. Professor Freund.

Judgments and Damages. Professor Beale.
Text-book: Beale, *Cases on Damages.*

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LECTURE COURSES.

Patent Law	Mr. Parker.	**Admiralty**	Mr. Kremer.
Copyright	Mr. Reed.	**Railroads**	Mr. Peck.
Trademarks	Mr. Reed.	**Legal Ethics**	Mr. Freeman.
Mining	Mr. Zane.	**Federal Jurisdiction**	Mr. Samuel Williston.

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THE UNIVERSITY RECORD

OF

THE UNIVERSITY OF CHICAGO

FOUNDED BY JOHN D. ROCKEFELLER

Vol. VII NOVEMBER, 1902 No. 7

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VOLUME VII NUMBER 7

UNIVERSITY RECORD

NOVEMBER, 1902

THE UNIVERSITY OF CHICAGO DECENNIAL PUBLICATIONS.

ANNOUNCEMENT.

The Editorial Committee of the DECENNIAL PUBLICATIONS desire to give in this Announcement a statement, so far as possible complete and final, of the contents of the eight volumes of investigations in the *First Series*, and the full number and designation of the volumes constituting the *Second Series* of these PUBLICATIONS. The order of the articles in the *First Series* is subject to change, and there may be some additions and omissions as the work approaches completion. More than half of the articles are now in type and the manuscripts of most of the remainder are in hand; the Committee confidently expects, therefore, to be able to issue early in 1903 all of the *First Series*, with the possible exception of Vol. V. The volumes of the *Second Series* will be issued from now on in rapid succession. Articles marked (*) are issued as preprints.

The DECENNIAL PUBLICATIONS are printed and published by the University of Chicago Press.

FIRST SERIES.

Two volumes of reports and eight volumes of investigations, the latter consisting of a collection of articles representing the work of research of the several departments of the University organized during the decennium. Quarto, 8⅝ × 11⅛ inches. The articles will all be issued also as reprints, with special, heavy-paper covers.

VOLUME I.

THE PRESIDENT'S REPORT. A. ADMINISTRATION.

VOLUME II [In Press].

THE PRESIDENT'S REPORT. B. PUBLICATIONS OF THE MEMBERS OF THE UNIVERSITY.

VOLUME III [In Press].

PART I. SYSTEMATIC THEOLOGY, CHURCH HISTORY, PRACTICAL THEOLOGY.

1. FRANKLIN JOHNSON, Professor of Church History, *Have We the Likeness of Christ?* With 16 half-tone illustrations. Pp. 1-21.

A detailed refutation of the view that is widely held that the representations of Christ in early Christian art go back to a painter contemporary with Christ.

2. CHARLES RICHMOND HENDERSON, Professor of Sociology, *Practical Sociology in the Service of Social Ethics.* Pp. 23–40.

This essay attempts to prove that there is need for a meditating scientific discipline between explanatory social science and the traditional outlines of conduct in works on ethics; and to indicate how far sociologists have already gone in this direction. "Social technology" is suggested as the most exact designation for this branch of investigation. Evidence that such a discipline is legitimate is derived from Aristotle and from the latest ethical writers. That this discipline may be made truly scientific, and should be distinguished from "art," is urged in connection with a criticism of passages in Mill's *Logic.* That encouraging results have already been obtained is shown by references to the literature of practical economics and to bodies of regulative principles in various large fields of conduct.

3. GALUSHA ANDERSON, Professor and Head of the Department of Homiletics, *The Elements of Chrysostom's Power as a Preacher.*

His training for his life-work at home and at school, by study and practice of law, self-imposed asceticism, study of the Bible, painstaking writing of treatises, labors among the poor; his method of preaching; his luminous life; his abund-

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ance of apt illustrations; the prominence of the ethical element in his homilies; his boldness and persistence; his personality projected into his discourses.

PART 2. PHILOSOPHY, EDUCATION.

*1. JAMES HAYDEN TUFTS, Professor of Philosophy, *On the Genesis of the Æsthetic Categories.* Pp. 1–35.

An examination of the commonly recognized æsthetic categories from the point of view of social psychology. The paper aims to show that such categories as "objectivity," "universality," "disinterestedness," etc., receive their most satisfactory explanation from the standpoint of social, rather than from that of individual, psychology.

*2. JAMES ROWLAND ANGELL, Associate Professor of Experimental Psychology. *A Preliminary Study of the Significance of Partial Tones in the Localization of Sound.* With 3 text figures. Pp. 37–55.

This paper is a report of experiments made in the Psychological Laboratory. The results show that tonal complexity is practically essential for such accuracy of localization as we commonly possess. Pure tones can apparently be assigned with approximate confidence only to two planes, and within these planes the localizing of particular points of origin for sounds is very inaccurate.

*3. JAMES ROWLAND ANGELL. *The Relations of Structural and Functional Psychology to Philosophy.*

A critical examination of the applicability to consciousness of the ideas of structure and function leads to certain limitations upon the use of these terms current in biology. In psychology the two conceptions are shown to involve phases simply of single events. Functional psychology is then shown to merge inevitably with the philosophical disciplines, *e. g.*, ethics, logic, æsthetics, etc.

4. JAMES HAYDEN TUFTS. *The Individual and his Relation to Society as Reflected in the British Ethics of the Eighteenth Century.*

A study of the conceptions of the individual which underlie the ethical theories of the leading writers from Shaftesbury to Adam Smith. Especial attention has been given to the anticipation by these authors of problems which are now under discussion in social psychology: *e. g.*, the individual as the unit or the outcome of society, the function of "sympathy" as a socializing force, etc. The appearance of the moral sense theory prior to Shaftesbury is noted.

5. JOHN DEWEY, Professor and Head of the Department of Philosophy. *The Content of Savage Morality.*

This is a discussion of the system of moral obligations and approvals existing among people of a low stage of civilization. It is divided into two parts, the first discussing the principle to be employed in deciding that any given custom or mode of action belongs properly within the ethical sphere, while the second employs this principle to select and classify specific habits and modes of conduct as moral.

6. ADDISON WEBSTER MOORE, Assistant Professor of Philosophy. *Existence, Meaning, and Reality in Locke's and in Present-Day Epistemology.*

Locke's fundamental conceptions of the relation of existence, meaning, and reality in his theory of knowledge are these: (1) That it is the function of thought merely to "reflect," "report," "represent," or in some way symbolize reality; (2) that the distinction of meaning and existence is "given," reality being identified with the latter; (3) that reality is a completed, fixed, immovable system of existence. As a substitute for these the paper offers the following theses: (1) That reality cannot be identified with either existence or meaning as such; (2) that the distinction of meaning and existence is not "given," but is one constructed inside reality; (3) that thought does not merely reflect and represent reality, but helps to constitute it; (4) that, constituted by existence and meaning, reality is not completed and immovable, but essentially dynamic and developmental.

VOLUME IV.

POLITICAL ECONOMY, POLITICAL SCIENCE, HISTORY, SOCIOLOGY.

*1. J. LAURENCE LAUGHLIN, Professor and Head of the Department of Political Economy. *Credit.* Pp. 1–28. *Net*, 50 cents; postpaid, 53 cents.

The nature of credit and its effect on prices have long been a subject of disagreement among economists. Its basis is commonly assumed to be money, or bank reserves. This study departs from the usual treatment by first showing that credit in its last analysis is always based on goods and not on money. It then proposes a new classification into normal and abnormal credit, the former being no greater than, and the latter in excess of, salable goods actually owned by the borrower. Abnormal credit is a synonym for overtrading. The outcome of the exposition in regard to credit and prices shows that normal credit has practically no effect on general prices. A steady enlargement of normal credit is constantly going on consistently with the legitimate fall of the general price-level. Abnormal credit, on the contrary, raises prices all around, but, because it is not based upon goods, but on a delusion, the rise of prices always results in a collapse as soon as the delusion is pricked.

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2. THORSTEIN B. VEBLEN. *The Use of Loan Credit in Modern Business.* Pp. 29–50.

The paper advances a theory to the effect that, under modern conditions, the aggregate loan credit of the business community necessarily exceeds what would be called a "normal" or conservative amount; that this "undue" credit extension swells the capitalized value of industrial property by approximately its full amount, at the same time that it does not increase the industrial equipment, or the efficiency of industry taken as a whole; that such credit extension, therefore, is of no service to the community at large, or to the business community taken as a whole; and that its chief effect is to bring gain to creditors and holders of funds standing outside the industrial process, and at the cost of the men engaged in industry. The argument deals with the motives which lead business men to extend their borrowing beyond "due" limits, and the methods by which credit transactions of this class are carried out.

*3. FREDERICK STARR, Associate Professor of Anthropology. *The Physical Characters of the Indians of Southern Mexico.* With a color-chart and thirty half-tone illustrations. Pp. 51–109. *Net*, 75 cents; postpaid, 81 cents.

This contribution contains the results of physical examinations and measurements taken during the author's five-years' investigation upon the physical types of south Mexican Indians. In it the author first outlines the purpose and methods of the investigation; he then discusses several of the more anthropological data, one after another, and considers their range, variation, and significance through the twenty-three tribes; lastly, each tribe is considered in detail, and its characters and type are defined. At least one subject from each tribe is represented in front and profile portrait views. A sketch map shows the geographical locations of the tribes investigated, and a color diagram is introduced. The work is the only serious study yet printed upon the anthropologically little-known tribes of this region.

*4. ALBION W. SMALL, Professor and Head of the Department of Sociology. *The Significance of Sociology for Ethics.* Pp. 111–149. 50 cents, *net*; postpaid, 57 cents.

An attempt to support two propositions: (1) Every ethical system with a concerted content virtually presupposes a sociology. (2) There can be no generally recognized ethical standards until we have a generally accepted sociology.

5. OLIVER J. THATCHER, Associate Professor of Mediæval and English History. *Studies Concerning Adrian IV.*

(1) An Investigation of the Grant of Ireland by Adrian IV. to Henry II. (2) The Bull *Laudabiliter*. (3) The Congratulatory Letter of Henry II. to Adrian IV. (4) A Letter of Gerhoh of Reichersberg to Adrian IV. concerning the heresies of the time.

After an account of the famous controversy concerning the papal grant of Ireland to the English king, the author himself investigates the question, following the line of argument first set forth by Professor Scheffer-Boichorst but since neglected. The conclusions thus reached are further strengthened and elucidated by the use of a papal letter hitherto unnoticed in this connection. The document known as *Laudabiliter* and the congratulatory letter of Henry II. to Adrian IV. are shown to be rhetorical exercises, and hence without value.

6. WILLIAM I. THOMAS, Associate Professor of Sociology. *The Relation of the Medicine Man to the Origin of the Professional Occupations.*

An examination of Mr. Spencer's theory that the learned and artistic occupations originated in the attentions and services rendered by medicine-men to the spirits of dead rulers, and that the medicine-man was in a favorable position to develop knowledge and art because of the leisure he enjoyed in consequence of having his economic needs supplied by others. Development of the contrary view that the origins of knowledge and art are not found exclusively in connection with attention to either dead or living rulers; that in so far as they are connected with court life they are prominently connected with the hanger-on class; that the medicine-man was not greatly inclined to use his leisure for research; and that, in general, the development of the occupations is a phase of the division of labor, dependent on economic conditions rather than on the presence of any particular set of individuals.

7. ERNST FREUND, Professor of Law. *Empire and Sovereignty.*

A study of the constitution of the supreme power in political systems which are not perfectly consolidated. The types examined are: the federal state, the autonomous colony or dependency, and the protectorate, three forms of political connection characteristic of empires. The object of the essay is to show that in each of these three systems the supreme power is either legally or constitutionally limited, and that absence of sovereignty does not necessarily constitute a defect in imperial organization.

8. JAMES WESTFALL THOMPSON, *The Decline of the Missi Dominici in Frankish Gaul.*

A study of a particular phase of the decline of the Frank monarchy and the upgrowth of the feudal régime. The usurpation of the powerful office of the *missus* by dukes and counts, and the approximation of the circuits of the *missi dominici* to the lines of dioceses and feudal provinces is traced in detail, in connection with the unsuccessful

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attempts of Charlemagne's followers to re-establish the institution which he founded.

9. HARRY PRATT JUDSON, Professor of Comparative Politics and Diplomacy and Head of the Department of Political Science. *The Essential Elements of a Written Constitution.*

A study of the nature of organic law, with an analysis of a constitution of government. The attempt is made to develop the essentials of a complete constitution, showing the limits or variation for essentials and non-essentials.

VOLUME V.

THE SEMITIC LANGUAGES AND LITERATURES, BIBLICAL AND PATRISTIC GREEK, COMPARATIVE RELIGION.

1. EDGAR JOHNSON GOODSPEED, Assistant Professor of Biblical and Patristic Greek. *Greek Papyri from the Cairo Museum, together with Papyri of Roman Egypt from American Collections.* Pp. 1–80.

This contribution presents forty documents and literary fragments. All the periods of Greek papyri — Ptolemaic, Roman, and Byzantine — are represented, the pieces being taken from the collections of the Cairo Museum, Westminster College, Field Columbian Museum, and the private collection of the editor. The texts are accompanied by introductions and notes, and translations are appended to the more technical or extensive ones.

2. ROBERT FRANCIS HARPER, Professor of Semitic Languages and Literatures. *The Officials mentioned in the Assyrian and Babylonian Letters of the Kouyunjik Collections of the British Museum.*

A list of the officials found in these letters, with a citation of all the passages in which they are mentioned.

3. JAMES HENRY BREASTED, Associate Professor of Egyptology and Semitic Languages. *The Battle of Kadesh.* With several plates.

4. JOHN M. P. SMITH, Associate in Semitic Languages and Literatures. *The Letters of Nabû-bêl-Ŝanâte belonging to the Kouyunjik Collection of the British Museum.*

Transliterations and translations, to which are appended some critical notes.

5. IRA M. PRICE, Professor of the Semitic Languages and Literatures. *A Cone Inscription of Kim Sin.*

Arioch of Ellasar was one of the confederates of Chedorlaomer of Elam, when the latter made his military campaign against rebellious subjects in the West in the twenty-third century, B. C., as described in Gen. 14. He was an Elamite conqueror, who had secured the sovereignty over Larsa. Rim Sin, or Eriaku, has left us several short inscriptions, dating from about 2290 B. C. One of these, inscribed on a clay cone, somewhat injured by time, is now preserved in the Louvre in Paris. The article gives a facsimile, translation, and notes.

6. WILLIAM RAINEY HARPER, Professor and Head of the Department of Semitic Languages and Literatures. *The Structure of the Text of the Book of Micah.*

An arrangement of the Hebrew text of the book of Micah in strophes, with brief summaries of the contents of each strophe and of each more extended logical section. Interpolated passages are indicated by the use of smaller type. Necessary emendations are incorporated in the text, attention being called to them by footnotes indicating (*a*) the Massoretic text which is emended, (*b*) authorities adopting the same emendation, and, in the case of new changes, (*c*) the reasons urged in support of them. The purpose of the treatment is to restore, as nearly as possible, the original artistic form of the prophet's utterances and of the later accretions now contained in the book.

7. CLYDE W. VOTAW, Assistant Professor of New Testament Literature. *The Autographic Text of the Synoptic Gospels.*

The problem is to discover how near we can come to reconstructing the original text of the first three canonical gospels, as contained in the autographic copies of these books. For this purpose the internal evidence of the gospels must be investigated, as well as the facts of their transmission through the period of more than 250 years which intervened between their composition and the earliest complete Greek text of them in our possession (circ. 80–350, A. D.)

8. WILLIAM MUSS-ARNOLT, Assistant Professor of Biblical Philology. *Notes on Assyrian Lexicography.*

A discussion of some new forms and words found in the epistolary and astrological literature of the Assyrians.

VOLUME VI.

THE GREEK LANGUAGE AND LITERATURE, THE LATIN LANGUAGE AND LITERATURE, SANSKRIT AND INDO-EUROPEAN COMPARATIVE PHILOLOGY, CLASSICAL ARCHÆOLOGY.

*1. FRANK BIGELOW TARBELL, Professor of Classical Archæology. *A Greek Hand Mirror in the Art Institute of Chicago.* With a half-tone plate. Pp. 1–4.

A description of a Greek hand mirror of the fifth century B. C., of unusual design and decorations, presented to the Chicago Art Institute by Martin A. Ryerson, Esq.

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*2. FRANK BIGELOW TARBELL. *A Cantharus from the Factory of Brygos in the Boston Museum of Fine Arts.* With two heliotype plates. Pp. 5–9.

Describes a fine vase acquired by the Boston Museum of Fine Arts. It is shown to belong to the school of Brygos, perhaps to Brygos himself, a ceramic artist of the early fifth century, B. C.

Nos. 1 and 2 together, *net*, 25 cents; postpaid, 27 cents.

*3. ROY C. FLICKINGER, Assistant in Greek. *The Meaning of ἐπὶ τῆς σκηνῆς in Writers of the Fourth Century.* Pp. 11–26. *Net*, 25 cents; postpaid, 27 cents.

It has been held by certain scholars that this phrase in Aristotle and Demosthenes gives conclusive evidence against Dörpfeld's theory of the stage, and no attempt has been made hitherto to subject the passages in these authors to a careful analysis. The purpose of this paper is to prove that the meaning "stage" for σκηνή is excluded wherever the phrase ἐπὶ τῆς σκηνῆς occurs in writers of the fourth century. This result is found to be in entire agreement with the usage of post-classical writers.

*4. GEORGE LINCOLN HENDRICKSON, Professor of Latin. *The Proconsulate of Julius Agrippa in Relation to History and to Encomium.* Pp. 27–59. *Net*, 50 cents; postpaid, 54 cents.

Apart from the interpretation of single passages in the *Agricola* of Tacitus, the purpose of the paper is to illustrate in detail and to characterize the difference in literary treatment between biography and history.

5. TENNY FRANK, Assistant in Latin. *A Stichometric Scholium to the Medea of Euripides, with Remarks on the Text of Didymus.* Pp. 61–68.

A certain line occurs twice in the *Medea* of Euripides and is cited in a third place by Didymus, according to a scholium the exactness of which has been questioned. A second scholium, which has hitherto been misunderstood because of a corruption, is emended by the author. It contains a stichometrical reference and incidentally throws light on the text possessed by Didymus.

6. GEORGE LINCOLN HENDRICKSON, *Observations on the Commentariolum Petitionis.*

The writer endeavors to show that the Commentariolum, attributed to Quintus Cicero, is in fact a *suasoria* of some rhetorical student of uncertain date. The investigation falls into these divisions: I. Authenticity. II. Literary form. III. Style. IV. Text.

7. WM. GARDNER HALE, Professor and Head of the Department of Latin. *The General Classification of Sentences and Clauses.*

8. WM. GARDNER HALE. *Comparative Syntax and the Syntax of Individual Languages.*

9. WM. GARDNER HALE. *Notes on the Syntax of the Greek and Latin Verb.*

1). Functional ἄν or κε, and Formal ἄν or κε, 3). The Greek subjunctive in general conditions, and the Latin subjunctive in general conditions in the second person singular indefinite. 3). The expression of the simile in Greek and Latin. 4). The Latin subjunctive of statement in the second person singular indefinite. 5). The origin of substantive clauses with ὅπως. 6). The development of the uses of *quin*.

10. PAUL SHOREY, Professor and Head of the Department of Greek. *The Unity of Plato's Thought.*

An exposition of the essential identity of the doctrine presented by Plato in diversified dramatic forms, and a criticism of recent attempts to date the dialogues by determining the order of development of his ideas.

11. JOHN JACOB MEYER, Associate in Sanskrit. *Two Twice Told Tales.*

Ariosto's story of Giocondo and Astolfo is found also in the Pali Jataka. A translation of the Buddhistic form, which shows that Ariosto did not take his "novella" from the Arabian Nights. He may have got it through some Slavic channel. Also another very important part of the introduction to the Nights, Sheherezade herself and her breaking off at the interesting point of her tales in order to trick the king, goes back to India. Translation of the Hindu version.

12. CARL DARLING BUCK, Professor of Sanskrit and Indo-European Comparative Philology. *A Sketch of the Linguistic Conditions of Chicago.*

The linguistic conditions in some of our largest American cities, of which Chicago is typical, are unique in the history of the world — an unparalleled babel of foreign tongues, yet undergoing absorption so rapidly and so naturally that the "language question" which looms so large in the politics of many European states does not exist for us as a disturbing problem. The study of these conditions has two main points of interest: One is a phase of the general problem of the linguistic consequence of race-mixture. What is the result as regards language of the particular conditions of race-mixture which are exemplified here? The other is the constituency of the foreign element. The thirty odd foreign languages spoken in Chicago by numbers ranging from half a dozen to half a million are enumerated in classified form, with statements of the approximate numerical representation of each.

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13. GORDON J. LAING, Assistant Professor of Latin. *The Worship of the Lares.*

A brief historical treatment of the development of the cult of the Lares, and a discussion as to its origin.

14. EDWARD CAPPS. *The Introduction of Comedy into the City Dionysia at Athens. A Chronological Study in Greek Literary History.*

The didascalic inscription CIA II, 971 and the actors' catalogues CIA II, 977 are so restored, and the evidence to be extracted from them severally so combined, as to furnish new information as to this epoch date in the early history of Attic comedy. Aristotle's testimony and the knowledge we possess about Epicharmus are shown to be in harmony with the results so reached. Instead of ca. 465, the accepted date upheld by Wilamowitz-Möllendorff, it is found that the official recognition of comedy at Athens, and the period of the earliest activity of Chionides, Ecphantides, and Magnes, must be placed some twenty years earlier.

VOLUME VII.

THE ROMANCE LANGUAGES AND LITERATURES, THE GERMANIC LANGUAGES AND LITERATURES, ENGLISH, LITERATURE IN ENGLISH.

*1. ELEANOR PRESCOTT HAMMOND, Docent in English. *On the Text of Chaucer's Parlement of Foules.* With diagrams. Pp. 1–26. *Net*, 50 cents; postpaid, 53 cents.

In the course of a careful discussion of the genealogical relations and intrinsic worth of the existing manuscripts of this poem, it is shown that no text as yet printed is strictly critical and that the critical text will be found to contain metrical features which, if discovered in other reconstructions of Chaucerian originals, will compel a readjustment of current theories as to the poet's meter. It is demonstrated that the Cambridge manuscript hitherto so admired by editors is an untrustworty authority, and that the archetype is more nearly reflected in the pair of manuscripts, Fairfax 16 and Bodley 638 of the Bodleian Library in Oxford.

*2. CAMILLO VON KLENZE, Associate Professor of German Literature. *The Treatment of Nature in the Works of Nikolaus Lenau. An Essay in Interpretation.* Pp. 27–109. *Net*, 75 cents; postpaid, 82 cents.

This article presents a detailed study of the part which landscape plays in the letters, diaries, and the poetical works of the Austrian poet Lenau. Comparison with contemporary poets like Byron, Shelley, Lamartine, Hugo, Tieck, Novalis, Heine, and others, proves him on the whole the most significant exponent of the "romantic" attitude oward nature.

*3. STARR WILLARD CUTTING, Professor of German Literature, *Concerning the Modern German Relatives, Das and Was, in Clauses Dependent upon Substantivized Adjectives.* Pp. 111-131. *Net*, 25 cents; postpaid, 28 cents.

This article presents an examination of the distribution and function of *das* (*welches*) and of *was* in the modern German relative after substantivized adjective antecedents, undertaken in the light of numerous examples selected from the writings of Hauptmann, Heyse, Keller, Meyer, Nietzsche, Knabe, Schopenhauer, Spielhagen, Sudermann, and Wildenbruch.

*4. PHILIP SCHUYLER ALLEN, Instructor in German. *Studies in Popular Poetry.* Pp. 133–156. *Net*, 25 cents; postpaid, 28 cents.

I. *Nature-Introductions and Vivification in the Older German Volkslied*, develops the hypothesis that the beginning with the description of a bit of nature, which is so common to early popular song, is not unconscious and instinctive, but the last survival of a proethnic hymn to nature in one of its chief manifestations. II. *Old Ballads Newly Expounded* is a discussion of two American versions of *Lord Randal* and *Lord Thomas and Fair Annet*, in which it is found that the text of the former is a corrupted one, but that that of the latter is nearer the original structure of the ballad than any corresponding variation of the same type included in Child's *English and Scottish Popular Ballads*. III. *Heine and the Schnaderhüpfel* is the presentation of the thesis that the poet found the prototype of his ironic antithesis in the epigrammatic endings of the south-German popular dance-rimes.

*5. ALBERT HARRIS TOLMAN, Assistant Professor of English. *What Has Become of Shakspeare's Play Love's Labour's Won?* Pp. 157–190.

Love's Labour's Won is the only play in the list of Francis Meres (1578) that is not known to us. The different theories concerning this drama are taken up in the following order: 1. That *Love's Labour's Won* has disappeared; 2. That it is to be identified with *Love's Labour's Lost;* 3. With *A Midsummer Night's Dream;* 4. With *The Tempest;* 5. With *All's Well that Ends Well;* 6. With *Much Ado About Nothing;* 7. With *The Taming of the Shrew.* A neglected piece of evidence favors the view that *Love's Labour's Won* is no longer extant. The more common opinion among Shakespearean scholars has been that *All's Well* is the comedy concerned; but this seems improbable. If the play has come down to us, it is probably either *Much Ado* or *The Taming of the Shrew.* The strength of the argument in favor of *The Taming of the Shrew* has not been appreciated.

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6. KARL PIETSCH, Associate Professor of Romance Philology. *Preliminary Notes on Two Old Spanish Versions of the Disticha Catonis.*

The notes presented in this article deal with the popularity of the Disticha as evinced (1) by the number of Latin MSS. and early Latin prints; (2) by the allusions to them in old Spanish literature; (3) by the early translations into Spanish. Two of the translations are studied in detail, and liberal extracts are presented.

7. THOMAS ATKINSON JENKINS, Associate Professor of French Philology. *The Espurgatoire Saint Patris of Marie de France.* With the text of the Latin original.

The Latin text of the *Tractatus de Purgatorio Sancti Patricii* contained in the Harleian manuscript 3846 is printed for the first time, accompanied in parallel columns by the old French metrical translation of Marie de France, made at the end of the twelfth century. The precise version used by Marie de France has not been found. The Harleian manuscript represents this version more completely and better than any manuscript yet made accessible. The French text has been improved materially by this comparison with the Latin original. The text of the *Tractatus* from another British Museum manuscript (Royal 13 B VIII) is printed in full as an appendix.

8. JOHN MATHEWS MANLY, Professor and Head of the Department of English. *Hamlet Once More.*

An attempt to determine from metrical peculiarities whether the differences between the quarto and folio versions of Hamlet are due to insertions or omissions, and to make some inferences in regard to Shakspere's attitude toward life and his methods of composition.

9. WILLIAM DARNALL MACCLINTOCK, Professor of English. *Some Paradoxes of the English Romantic Movement of the Eighteenth Century.*

An attempt to re-enforce the doctrine of a single and continuous movement in the literature of the later eighteenth and early nineteenth centuries by showing the essential harmony in a group of apparently contradicting features.

VOLUME VIII.

ASTRONOMY AND ASTRO-PHYSICS.

1. SHERBURNE WESLEY BURNHAM, Professor of Practical Astronomy. *Measures of Double Stars made with the 40-Inch Refractor of the Yerkes Observatory in 1900 and 1901.* Pp. 1–75.

A large proportion of the double stars discovered and measured by Sir William Herschel, Sir James South, and other astronomers at the end of the eighteenth and the beginning of the nineteenth centuries have never been observed since that time. The writer has accordingly devoted his nights with the forty-inch Yerkes telescope for the last two years to the systematic measurement of these and other neglected double stars. The present paper comprises the results of this work.

2. EDWARD EMERSON BARNARD, Professor of Practical Astronomy. *Micrometrical Observations of Eros made with the 40-Inch Refractor of the Yerkes Observatory during the Opposition of 1900–1.* Pp. 77–116.

The favorable position of the minor planet Eros for observation in 1900 was taken advantage of for a redetermination of the Sun's distance. An observation program was arranged so that astronomers of America could co-operate with those of Europe in making simultaneous measures of the position of the planet upon the face of the sky. The minuteness of Eros and the peculiarities of its orbit make observations of it the most accurate method of all for the determination of the Sun's parallax. The larger observatories in this country undertook the work of observing the planet while it was nearest in October, November, and December of 1900. The observations at the Yerkes Observatory were made on seventy-three nights with the great telescope, and over one thousand five hundred measures of right ascensions and declinations were obtained. The positions of the comparison stars used in these measures are now being accurately determined in Europe. A large number of determinations of the brightness of the planet was also made during the observations with the great telescope. These will be useful in investigations of the variability of the light of Eros which occurred during the observations of the planet. This paper contains the measures of position and the observations for the brightness of the planet.

3. FOREST RAY MOULTON, Instructor in Astronomy. *On Certain Rigorous Methods of Treating Problems in Celestial Mechanics.* Pp. 117–142.

The object of this paper is to show how some of the most important problems in Celestial Mechanics may be treated by methods which are rigorous, at least under specified conditions. These problems depend upon the solutions of differential equations; consequently the principal methods of integration are treated, and the manner of applying them to astronomical problems is shown.

4. EDWIN BRANT FROST, Professor of Astrophysics, and, with WALTER SYDNEY ADAMS, Assistant at the Yerkes Observatory. *Radial Velocities of Twenty Stars having Spectra of the Orion Type.* With three plates.

This paper gives a detailed account of the measurements of the velocities in the line of sight of twenty selected stars of Vogel's type *Ib*, commonly known as the *Orion* type. This class of spectrum is of especial interest as representing an early stage in stellar development, and is characterized by the presence of but few lines of a limited number of elements, among which hydrogen, helium, oxygen, silicon, and magnesium are the most important. Owing to the ill-defined character of many of the lines in spectra of this type, which renders their measurement much more difficult than in case of the solar stars, few quantitative

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investigations of these spectra have been made. Of the stars included in this paper, but three or four of the brightest have been hitherto investigated in respect to radial velocity, so far as is known from published statements of spectrographic work. The list includes stars from magnitude 0.3 to magnitude 4.5. The instrument employed was the new Bruce spectrograph attached to the forty-inch refractor, and a full account is given of all changes of adjustment made during the year covered by the observations (autumn of 1901 to the autumn of 1902). The method of measurement and reduction of the plates is explained in full, and the details are given for the separate plates, as well as for numerous control plates of the Moon and planets and stars of the solar type with known velocities. In all, the detailed measures of over 130 spectrograms are given. The probable classification of the stars as regards order of development is considered and compared with previous classifications of the same stars. The proper motions of the stars in angular measure (across the line of sight) are also tabulated and the possible connection between the type of spectrum and the magnitude of absolute motion in space are briefly discussed.

5. GEORGE ELLERY HALE, Professor of Astrophysics and Director of the Yerkes Observatory; FERDINAND ELLERMAN, Instructor in Astrophysics, and JOHN ADELBERT PARKHURST, Assistant in Astrophysics. *Researches on the Spectra of Stars of Secchi's Fourth Type.* With seven plates.

Comparatively little has been known regarding the spectra of the red stars of Secchi's fourth type, as they are too faint for detailed study except with the most powerful telescopes. Accordingly, a three-prism spectrograph has been used with the forty-inch Yerkes telescope in photographing the spectra of a number of these stars. The paper includes tables of the wave-lengths of several hundred bright and dark lines recorded on photographs, conclusions as to the chemical origin of the lines, and a discussion of the evolution of these stars, their distribution in the heavens, and their relationship to stars of other spectral types. The photographs of spectra are reproduced in a series of plates which accompany the paper.

6. GEORGE WILLIS RITCHEY, Instructor in Practical Astronomy. *Astronomical Photography with the 40-Inch Refractor and the Two-foot Reflector of the Yerkes Observatory.* With sixteen plates.

The forty-inch refractor of the Yerkes Observatory was designed primarily for visual observations, no provision having been made for direct photography with it. It has been found possible, however, to secure excellent photographs with this visual telescope by employing a yellow color-screen and isochromatic plates, by which means the sharp yellow or visual image is utilized and the outstanding blue light is excluded from the plate. Many of the plates which accompany this paper are from photographs of star-clusters and the Moon obtained with the great refractor with a color-screen and a double-slide plate-carrier used in guiding. The photographs are of great value on account of their large scale and fine definition. In constructing the two-foot reflecting telescope, which was made in the observatory instrument shops, special attention was given to the stability and rigidity of the mirror-supports and the skeleton tube, as also to the perfection of the driving mechanism and the guiding mechanism. The photographs of nebulæ and star-clusters obtained with this instrument, many of which are reproduced in the plates accompanying this paper, are so sharp and so rich in minute detail as to demonstrate the very great efficiency of reflecting telescopes in astronomical photography, when sufficient attention is given to the perfection of their mirrors and mountings.

7. GEORGE ELLERY HALE, Director, the Yerkes Observatory, and NORTON ADAMS KENT, Assistant in Astrophysics. *Spark Spectra in Liquids, and Their Bearing on the Spectra of Temporary Stars.* With five plates.

Wilsing's theory of "new" or temporary stars is based upon a resemblance which he observed between their spectra and the spectra of the electric discharge between metallic poles immersed in water. In repeating Wilsing's experiments at the Yerkes Observatory in connection with an investigation of the new star in Perseus, it was discovered that the spectroscopic phenomena of the electric spark in liquids depend upon a variety of conditions, such as the length of the spark, the diameter of the poles, the capacity of the condenser, the nature of the liquid, and, in particular, upon the inductance in the spark circuit. By varying the inductance a series of photographs was obtained, passing by slow degrees from a bright line spectrum, similar to that given by a spark in air, to a spectrum in which most of the more refrangible lines are dark. The paper, which is accompanied by several plates in which photographs of the spectra of iron and other metals are reproduced, contains the results of measurements of the photographs, with a discussion of their bearing on the theory of temporary stars and other celestial phenomena.

8. KURT LAVES, Assistant Professor of Astronomy. *The Orbit of the Planet 334 Chicago.*

Planet 334, one of the so-called Hilda type, discovered in 1892 and named Chicago by its discoverer, Professor Wolf, is marked for its small eccentricity and inclination An attempt has been made by the writer to determine the absolute perturbation of Jupiter on this planet after Leverrier's method. In the present paper the expressions for the perturbative function, and its derivative with respect to the major axis, are given, up to and including the fourth degree of small quantities in the periodic terms, and up to and including the sixth degree in the secular terms. It is hoped that the paper will be useful in a twofold way: that it will contribute a check for future theories of the orbits of this type of small planets that will not start from the Keplerian ellipse as a first approximation, and that it will lead toward a redetermination of the mass of Jupiter.

VOLUME IX.

MATHEMATICS, CHEMISTRY, PHYSICS, GEOLOGY.

*1. ALBERT A. MICHELSON, Professor and Head of the Department of Physics. *The Velocity of Light.* With a text figure. Pp. 1–10. *Net,* 25 cents; postpaid, 27 cents.

Following the line of his earlier experiments, the author describes a new method by which the velocity of light, the

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accurate determination of which is of such great importance in physical and astronomical research, may be measured with a very narrow margin of error.

*2. OSKAR BOLZA, Professor of Mathematics. *Concerning the Geodesic Curvature and the Isoperimetric Problem on a Given Surface.* Pp. 11–18.

A new proof of the well-known theorem that the closed curve of given length drawn on a given surface which incloses a portion of the surface of maximum area is a curve of constant geodesic curvature.

*3. OSKAR BOLZA, *Proof of the Sufficiency of Jacobi's Condition for a Permanent Sign of the Second Variation in the So-called Isoperimetric Problems.* Pp. 19–25.

Gives a simple proof of the sufficiency of Legendre's and Jacobi's conditions for a permanent sign of the second variation in the simplest type of isoperimetric problems in parameter representation.

Nos. 2 and 3 together, *net*, 25 cents; postpaid, 27 cents.

4. LEONARD EUGENE DICKSON, Assistant Professor of Mathematics. *Ternary Orthogonal Groups in a General Field.* Pp. 27–34.

An investigation for an arbitrary field (realm of rationality) of a subject previously treated for a continuous field by Weber, and for a Galois field by the writer.

5. LEONARD EUGENE DICKSON. *The Groups Defined for a General Field by the Rotation Group.* Pp. 35–52.

A contribution to the theory of group-determinants and group-characters due to Frobenius and Burnside for continuous fields, and to the writer for arbitrary fields.

*6. ALEXANDER SMITH, Associate Professor of General Chemistry, with the collaboration of WILLIS B. HOLMES. *On Amorphous Sulphur.* With two diagrams. Pp. 53–64. *Net*, 25 cents; postpaid, 27 cents.

The chief results of this investigation are: (1) A fairly accurate method of analyzing mixtures of amorphous and soluble sulphur has been worked out. (2) The freezing point of pure liquid sulphur is found to be 119.25°. (3) The freezing-point of pure melted sulphur is shown to depend solely upon the quantity of amorphous sulphur which it contains, and to be depressed below 119.25° proportionately to the amount of the latter. (4) The molecular weight of amorphous sulphur in solution is found to be S_8. (5) Amorphous sulphur is thus an isomer of soluble sulphur and exists in chemical equilibrium with liquid soluble sulphur whose molecular weight is unknown.

7. ROBERT A. MILLIKAN, Assistant Professor of Physics. *New Instruments of Precision from the Ryerson Physical Laboratory.* With six text figures. Pp. 65–72.

A full description of some new pieces of apparatus used in instruction devised by members of the Department of Physics: (1) A Substitute for the Atwood's Machine; (2) A "Moment of Inertia" Machine; (3) A Young's Modulus Apparatus; (4) A Vapor-Tension Machine.

8. HEINRICH MASCHKE, Associate Professor of Mathematics. *Invariants and Covariants of Quadratic Differential Quantics of n Variables.*

In this article the symbolic method given by the author in a previous paper in the first volume of the Transactions of the American Mathematical Society has been developed in detail for the case of n variables. Of the results obtained the most important one is the symbolic expression of Christoffel's quadrilinear covariant.

9. ELIAKIM HASTINGS MOORE, Professor and Head of the Department of Mathematics. *The Subgroups of the Generalized Finite Modular Group.*

The modular group Γ of all unimodular substitutions $(\alpha, \beta, \gamma, \delta)$

$$\omega' = \frac{\alpha\omega + \beta}{\gamma\omega + \delta} \qquad (\alpha\delta - \beta\gamma = 1)$$

of the complex variable ω, where the $\alpha, \beta, \gamma, \delta$ are rational integers, has for every rational prime q a self-conjugate subgroup $G_{\mu(q)}$ of finite index $\mu(q)$ containing all substitutions $(\alpha, \beta, \gamma, \delta)$ for which $\alpha \equiv 1$, $\beta \equiv 0$, $\gamma \equiv 0$, $\delta \equiv 1$ (mod. q). The corresponding quotient-group $\frac{\Gamma}{\Gamma_{\mu(q)}}$ is conveniently given as the say finite modular group $G^{q+1}_{\mu(q)}$ of substitutions $(\alpha, \beta, \gamma, \delta)$ on the $q+1$ marks ω $(\omega = \infty, 0, 1, \cdots, q-1)$, where the $\alpha, \beta, \gamma, \delta$ are integers taken modulo q. By generalizing from the Galois field of rank 1 to that of rank n we have the generalized finite modular group $G^{q^n+1}_{M(q^n)}$ of order $M(q^n) = q^n(q^{2n}-1)$ or $\frac{q^n(q^{2n}-1)}{2}$ according as $q = 2$ or $q > 2$. Mathieu first exhibited this group and studied its cyclic subgroups. That (except for the cases $q^n = 2^2, 3^2$) it is simple was proved by the author in 1893, and, independently, by Burnside.

In the present paper, which was read before the American Mathematical Society in August, 1898, all subgroups of the $G^{q^n+1}_{M(q^n)}$ are determined; for the case $n = 1$ this was done by Gierster. The subgroups are of three kinds: (1) metacyclic or solvable groups; (2) (3) groups of the abstract character of certain groups $G^{q^n+1}_{M(q^n)}$ or of certain groups $G^{q^n+1}_{sM(q^n)}$ $(q > s)$, a group $G^{q^n+1}_{sM(q^n)}$ being ob-

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tained by extending the $G^{q^n+1}_{M(q^n)}$ by the substitution $\omega' = \rho\omega$, where ρ is a primitive root of the Galois field of rank n. Thus the doubly infinite system of simple groups

$$G^{q^n+1}_{M(q^n)} \qquad (q^n \neq 2^2, 3^2)$$

determines by the decomposition of the subgroups of its constituent groups, apart from the simple groups of prime order, only simple groups of the original system. An equation of degree $q^n + 1$ ($q^n \neq 2^2, 3^2$) whose Galois group is the $G^{q^n+1}_{M(q^n)}$ has resolvents of degree D, $D < q^n + 1$, only in the cases $q^n = 5^2, 7^2, 11^2, 3^6$, when D is respectively 5, 7, 11, 6. For $n = 1$ this is a noted theorem of Galois and Gierster.

10. CARL KINSLEY, Instructor in Physics. *Some Dynamo-Electric Machine Calculations.*

A dynamo of any type and output operates satisfactorily when its rise in temperature, efficiency, and electromotive force are of desired values. In the method proposed for designing dynamos, the machine is so proportioned that the desired results are obtained. The essential dimensions are computed by solving the equations showing their relations to the rise in temperature, efficiency, and electro-motive force. Therefore, whatever designing constants are chosen, the machine will operate in the predetermined manner. Different makers have machines of somewhat different form, due to the various designing constants used. The calculations are outlined for several of the best known machines that are now manufactured. The trial-and-error methods which designers are accustomed to employ are not suitable for the accurate determinations needed in a systematic study of the subject.

*11. JULIUS STIEGLITZ, Associate Professor of Chemistry. *On the "Beckman Rearrangement."*

The various interpretations of this characteristic molecular rearrangement, including the one advanced by the author, are discussed critically in the light of experimental facts, especially of new ones established by the author's work with a number of collaborating students. The actual facts are found to agree best with the author's theory of the reaction.

12. JULIUS STIEGLITZ, with the colaboration of H. T. UPSON, Fellow in Chemistry. *The Molecular Rearrangement of Aminophenyl-carbonates.*

A study was made of the dependence of the velocity of the rearrangement of these amines into o- oxyphenylurethanes on substituting groups, which affect the strength of the bases and consequently the degree of hydrolysis of their salts.

13. HERBERT N. MCCOY, Instructor in Chemistry. *Equilibrium in the System composed of Sodium Carbonate, Sodium Bicarbonate, Carbon Dioxide and Water.*

Equilibrium in the system composed of sodium carbonate, sodium bicarbonate, carbon dioxide and water.

The equilibrium between sodium carbonate and sodium bicarbonate in water solution in contact with a vapor phase of variable carbon dioxide content was studied theoretically and experimentally. The equilibrium constant found closely approximated that theoretically deduced.

14. JOSEPH PAXON IDDINGS, Professor of Petrology. With 25 colored charts.

The article will include a notice of various diagrammatic methods already employed for expressing the chemical composition of groups or series of igneous rocks.

The method proposed in this article will be shown to accord with certain chemico-mineralogical relationships prominent in igneous rocks which have been made the basis of their quantitative classification in the system recently proposed by Cross, Iddings, Pirsson and Washington.

These relationships are exhibited by means of diagrams which at the same time present graphically the great variability in the chemical composition of igneous rocks; the relative proportions of seven or eight variable chemical components in each rock considered being expressed.

The diagrams also exhibit the chemical character of the magnetic divisions established by the quantitative system of classification just mentioned.

15. GLENN MOODY HOBBS, Instructor in Physics. *A Study of the Potential of Electric Discharge between Plates at Distances of the Order of Mean Free Path.*

The modern theory of discharge in gases supposes that a discharge occurs when a sufficient potential has been reached to produce ionization of the gas. As this ionization spreads by the impact of the molecules, it might be supposed that a minimum potential would produce a discharge when the distance between the plates became comparable with the mean free path. For, if we should pass inside of this mean distance, the impacts would be reduced in number and as a result the discharge potential would be increased.

The purpose of this investigation is to see if this minimum exists.

16. THOMAS CHROWDER CHAMBERLIN, Professor and Head of the Department of Geology. *A Contribution to the Theory of Glacier Motion.*

A theory of glacier motion based primarily on 1) The growth of the glacier granules, or ice crystals, as a result of the melting and re-freezing of the water developed either at the surface or by internal stresses; and 2) the rotation and sliding of these granules on one another. The theory is opposed to the current theory of viscosity.

While the fundamental elements on which this theory is based have been suggested before as elements in glacier motion, the attempt is made to bring out their relations to one another, to glacier movement, and to the various phases of glacier activity, in some detail.

17. ROLLIN D. SALISBURY, Professor of Geographic Geology. *The Principal Elements in the Pleistocene Geology of the Northern Part of the Atlantic Coastal Plain.*

The Pleistocone geology of this region includes a complex combination of stream, estuary, ocean and wind activi-

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ties, under the varying conditions occasioned by repeated secular changes of level.

VOLUME X.

ZOOLOGY, ANATOMY, PHYSIOLOGY, NEUROLOGY, BOTANY, PATHOLOGY, BACTERIOLOGY.

*1. JACQUES LOEB, Professor and Head of the Department of Physiology. *On the Production and Suppression of Muscular Twitchings and Hypersensitiveness of the Skin by Electrolytes.* Pp. 1–13. *Net*, 25 cents; postpaid, 27 cents.

A continuation of the author's investigations dealing with the determination of electrolytes which are liable to produce and inhibit hyperactivity of muscles and hypersensitiveness of the nerves of the skin, the endeavor being to answer the question whether or not the stimulating and inhibiting effects of ions are a function of their valency and electrical charge. The experiments herein described have a practical bearing on the treatment of certain diseases.

*2. HENRY H. DONALDSON, Professor and Head of the Department of Neurology. *On a Formula for Determining the Weight of the Central Nervous System of a Frog from the Length and Weight of its Entire Body.* With a zinc plate. Pp. 15–29. *Net*, 25 cents; postpaid, 27 cents.

This investigation shows that in the frog the weight of the brain and spinal cord combined can be expressed by a simple formula which is based on the weight of an entire body and its length. It thus appears that the weight of the entire central nervous system in the frog always bears a definite relation to the entire animal, and therefore, when the length of the frog and its body-weight are known, it is possible to calculate the weight of the central nervous system by the use of the formula which is given.

3. WILLIAM LAWRENCE TOWER, Assistant in Embryology. *The Development of Colors and Color Patterns of Coleoptera, with Observations on the Development of Colors in Other Orders of Insects.* With three colored lithographic plates. Pp. 31–70.

Color develops in connection with the hardening of the body sclerites, and pigmented areas are frequently correlated with muscle attachments. Color patterns of various genera have many developmental stages in common, and a fundamental plan of color development was found in all the genera studied. A study of the development of the cuticula, and the source and composition of the colors was also made. Enzymes of a new class chitases were discovered and extracted. These enzymes are a potent factor in the hardening of the cuticula and in the development of the color. The cuticula is composed of two layers; an outer or primary cuticula of chitin and an inner layer, a carbohydrate, allied to tunicin. The colors develop in the primary cuticula, which is derived from prochitin, an albumino gelatinate, through the action of chitases producing chitin and coloring matters of the azo, di-azo, and amido-azo series.

*4. ARTHUR W. GREELEY, Assistant in Physiology. *The Artificial Reproduction of Spores by a Reduction of Temperature.* With five text figures. Pp. 71–77. *Net*, 25 cents; postpaid, 27 cents.

It is possible by means of variation in temperature to control the reproduction of Monas. At 20° C. it multiplies sexually, and by simple fission; at 1° to 4° C. reproduction by asexual spores takes place.

5. EDWIN OAKES JORDAN, Associate Professor of Bacteriology. *The Self Purification of Rivers.* With two maps. Pp. 79–89.

A statement concerning the methods employed and results obtained in a study of the Illinois river and its tributaries, together with some conclusions as to the kind of evidence best adapted to show the existence of a purifying process.

*6. WALDEMAR KOCH, Assistant in Pharmacology. *The Lecithans. Their Function in the Life of the Cell.* Pp. 91–102. *Net*, 25 cents; postpaid, 27 cents.

In every living cell there are found a number of closely related phosphorized fats containing nitrogen, for which the group name Lecithan is proposed. These substances have not been very generally studied since Hoppebyler's investigations, more attention having been given to the proteids. The Lecithans are found to be of value to the cell in their relation to the inorganic constituents and also by entering into the metabolism of the cell. A method for the quantitative estimation of these substances is described.

*7. RALPH WALDO WEBSTER, Assistant in Physiological Chemistry. *A Contribution to the Physical Analysis of the Phenomena of Absorption of Liquids by Animal Tissues.* Pp. 103–134. *Net*, 50 cents; postpaid, 54 cents.

A detailed study of the effects of solutions of various electrolytes and non-electrolytes upon phenomena of absorption. An attempt is made to explain, by the laws of physical chemistry, the various phenomena noted. A practically complete bibliography of the work along this line accompanies this article.

8. GEORGE E. SHAMBAUGH, Instructor in Anatomy of the Ear, Nose, and Throat. *Distribution of Blood-vessels in the Labyrinth of the Ear of Sus Scrofa Domesticus.* With eight colored plates.

The circulation in the labyrinth is worked out for the ear of the pig by using Eichler's method of making celloidin casts of the labyrinth. A large series of embryos was injected, of sizes measuring from 2½ cm in length to the embryo at full term, measuring about 30 cm. The simpler scheme for the distribution of vessels found in the younger embryos was utilized in interpreting the complicated system of vessels found in the labyrinth at full term. Ten drawings in colors illustrate the article.

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9. H. GIDEON WELLS, Instructor in Pathology. *Studies in Fat Necrosis.*

A series of experimental studies on the pathogenesis of intra-abdominal fat necrosis, of the type following pancreatic lesions, based upon the observation that the typical process can be produced experimentally with dried extracts of the pancreas. This has given opportunity for control of conditions which cannot be attained by the methods previously used, making it possible to approach the question of the causative factor in an exact manner. The study of the the thermal death-point of the necrosis-producing element of the pancreatic extract shows it to be in all probability a ferment. The order of development of the changes in the lesions indicates that the necrosis is primary and the fat-splitting secondary.

*10. BRADLEY MOORE DAVIS, Assistant Professor of Botany. *Oogenesis in Saprolegnia.* With two lithographic plates.

This paper describes the process of egg formation in one of the fish moulds. The investigation bears especially on that type of sexual organ termed the coenogamete, which is a multinucleate structure. Coenogametes are believed by the author to be the primitive form of sexual organ in certain groups of fungi.

*11. SHINKISHI HATAI, Research Assistant in Neurology. *Studies on the Finer Structures of Neurones in the White Rat.* With four colored plates.

This article describes mainly the finer structure of the axones and dendrites of various forms of neurones as well as the intimate anatomical relations existing between the two processes just mentioned. In addition, the finer structure of the ground substance in the nerve-cell bodies is discussed. The observations were made on material which was fixed and stained with reagents devised by the author.

12. CHARLES JOSEPH CHAMBERLAIN, Instructor in Morphology and Cytology. *The Origin of the Achromatic Figure in Pellio.* With two lithographic plates.

This investigation deals with the first two nuclear divisions in the germinating spore. For comparison, however, mitosis was studied in other phases of the life history. The principal conclusions are as follows:

The stimulus to nuclear division comes from within the nucleus. The asters are of cytoplasmic origin. The caps come from the outer portion of the nuclear membrane or from a *Hautschicht* surrounding the nucleus. The appearance and disappearance of the astral rays suggest that they are concerned in the movement of nuclear matter. The centrosphere is formed by the astral rays, not the rays by the centrosphere.

The centrosphere or Pellia represents a condition intermediate between the well defined centrosphere of some of the thallophytes and the centrosomeless condition of the higher plants. The spindle fibers, except the mantle fiber, grow from one pole to the other. In early stages two half-spindles are often distinguishable.

13. LEWELLYS FRANKLIN BARKER, Professor and Head of the Department of Anatomy, with an introduction by Mr. Sanger Brown. *On the Morbid Anatomy of the Central Nervous System of Two of Dr. Sanger Brown's Cases of Hereditary Ataxia.* With three colored plates and thirty half-tone plates.

The article includes a detailed description of the gross and microscopic findings in the brains and spinal cords of the two brothers, dead of hereditary ataxia. Colored plates illustrate the lesions in the spinal cord. Numerous process method illustrations accompany the description of the cerebrum and cerebellum.

14. ROBERT RUSSELL BENSLEY, Assistant Professor of Anatomy. *The Structure of the Glands of Brunner.*

A study of the cytological characters, stainous reactions and microscopic anatomy, of the glands of Brunner of a number of representative mammals.

15. ALBERT CHAUNCEY EYCLESHYMER, Assistant Professor of Anatomy. *The Early Development of Lepidestens Osseus.* With one lithographic plate and 43 figures.

An account of the early phases of development as observed in living and in preserved material, presenting some hitherto undescribed features; followed by a comparison of these phases with those of other ganoid fishes; concluding with general remarks on the character and significance of cleavage.

16. JOHN MERLE COULTER, Professor and Head of the Department of Botany. *The Origin of Angiosperms.*

The statement of a theory based upon investigations during several years by various members of the department. The common or independent origin of Monocotyledons and Dicotyledons is discussed, the conclusion being reached that they are independent lines. In case the Angiosperms prove to have a common origin, evidence is advanced to show that the Monocotyledons represent a specialized offshoot from the Dicotyledons, contrary to the recent general impression that the Monocotyledons are the more primitive. The origin of Angiosperms from Gymnosperms is shown to be untenable; and even such heterosporous Pteridophytes as *Isoetes* and *Selaginella* are very improbable ancestral forms. The general conclusion is reached that the Angiosperms have been directly derived from the eusporangiate ferns, the transition forms to the Monocotyledons being unknown; but the transition forms to Dicotyledons being represented by the abundant and problematical "Proangiosperms" of the early Cretaceous.

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VOL. I. *The Life and Repentaunce of Marie Magdalene*, by LEWIS WAGER. A morality play reprinted from the original edition of 1566–7, edited, with an Introduction, Notes, and Glossarial Index, by FREDERIC IVES CARPENTER, of the Department of English. Pp. xxxv + 91, 8vo, cloth, *net*, $1.00; postpaid, $1.08.

During the last quarter-century the rapidly growing interest in the history of the drama and English literary history in general has led to the reproduction in modern form of most of the English dramas of the Elizabethan age, so that only a small number remains to be edited and reprinted. Among the few remaining is the *The Life and Repentaunce of Marie Magdalene*, a sixteenth-century morality-play by Lewis Wager, now for the first time reprinted and provided with editorial apparatus. This play, which has been strangely overlooked by such editors as Collier, Hazlitt, Bullen, and others, is especially interesting as continuing the literary treatment of the Magdalen legend and occupying a unique position in the history of the drama in presenting a mixture of type — morality, historical, and biblical—scarcely met with elsewhere.

VOL. II. *The Second Bank of the United States*. By RALPH C. H. CATTERALL, of the Department of History. Pp. 538, 8vo, cloth, *net*, $2.00; postpaid, $2.25.

A history of the Second Bank of the United States, treating at length both the monetary and political questions connected with that institution. Thus the book deals not only with the political events of the Bank War, but also with the subjects of branch drafts, the bank as a government agency, and the bank's control of state banks and of currency, In addition to the material secured from ordinary sources, the author has had access to the manuscript papers of Nicholas Biddle, including an enormous mass of letters from prominent individuals in relation to the bank, as well as the letter-books of President Biddle himself. From these sources much new light is thrown upon the events immediately preceding the application in 1832 for a renewal of the charter, the struggle which followed, Biddle's management of the bank, and his opinions relative to the bank's attitude on political matters.

VOL. III. *Light Waves and their Uses*. By ALBERT A. MICHELSON, of the Department of Physics; with 108 drawings and three colored plates. Pp. 164, 8vo, cloth, *net*, $2.00; postpaid, $2.15.

This book contains a course of eight lectures delivered before the Lowell Institute at Boston in the year 1899. In these lectures the results of the investigations with which the author has been engaged for the last twenty years are presented in language as free from technicality as possible. The first chapter contains a discussion of wave motion, and shows that the most important characteristic of waves is their ability to produce interference phenomena. The other lectures deal with the methods which have been devised for making use of the interference of the waves of light in the production of a natural standard of length, in analyzing the vibrations which a source of light emits, and in measuring extremely minute distances and angles. These lectures are now for the first time rendered accessible to the public at large. They contain much information about the light waves which is to be found only in scientific periodicals. The subject is presented in such simple form that comparatively little training is needed to enable one to comprehend the essential facts and fundamental principles involved.

VOL. IV. *The Poems of Anne, Countess of Winchilsea*. From the original edition of 1713 and from unpublished manuscripts, edited, with an Introduction and Notes, by MYRA REYNOLDS, of the Department of English. Pp. cxxx + 431, 8vo, cloth, *net*, $2.50; postpaid, $2.65.

The Countess of Winchilsea wrote during the years 1680–1720. A portion of her work appeared in 1713, in a volume now quite rare. Her unpublished poems are in two manuscripts, one in the possession of the Earl of Winchilsea and the other in that of Mr. Edmund Gosse. This volume contains all the available extant work of Lady Winchilsea. An important feature is the biographical sketch compiled from original sources which appears in the Introduction, pointing out in detail the characteristics in which her poems were not in harmony with contemporary tendencies.

VOL. V. *Assyrian and Babylonian Letters Belonging to the Kouyunjik Collection of the British Museum*, by ROBERT FRANCIS HARPER, of the Department of Semitic Languages and Literatures. Pp. xvi + 142, 8vo, cloth, *net*, $6.00; postpaid, $6.12.

The eighth volume of the *Corpus of Assyrian and Babylonian Letter Literature*, which was begun in 1892, appears as a number of the Decennial Series, the preceding seven volumes having also been issued by the University of Chicago Press. The work of which this volume forms a part includes the text of over eight hundred letters, most of which have been deciphered and published for the first time by the present editor.

VOL. VI. *La Perfecta Casada*, por el Mæstro F. LUYS DE LEON. Texto del Siglo XVI. Reimpresión de la tercera edición, con variantes de la primera, y un prólogo. Por ELIZABETH WALLACE, Miembro del Cuerpo de Profesores de Lenguas Romances. Pp. xxvii + 119, 8vo, cloth, *net*, $1.00; postpaid, $1.08.

This volume is a reprint of the third edition (1587) of the most popular prose work of Fray Luis de Leon, with variants of the first edition, and introductory notes. The present edition possesses a distinct advantage over the former ones, which have all been in a form inconvenient for the student of the sixteenth century Spanish and often subject to embarrassing inaccuracies. The text is reprinted from one which was corrected and revised by de Leon and forms an excellent basis for the study of the style and language of the great master of Spanish prose.

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VOL. VII.—*Legal Tender: A Study in English and American Monetary History.* By SOPHONISBA P. BRECKINRIDGE, of the Department of Political Science. [In Press.]

The object of this study is to present the history of the exercise of the legal-tender power by the governments of England and of the United States. The idea of legal tender is primarily a legal idea. In order that the relations of debtor and creditor may have a due degree of certainty, it is essential that certain money units in common use shall carry with them the right to use them in canceling obligations growing out of contracts. The purpose of bestowing this right is, then, a legal purpose. But the right is often conferred for other reasons than the legal one—from political and economic reasons. A review of the forms in which the power to bestow the right has been exercised, of the reasons which have prevailed, of the constitutional and political considerations involved, is here presented as a basis for the solution of economic problems connected with the subject, and dependent for their right understanding upon such consideration.

VOL. VIII.—*The Rôle of Diffusion and Osmotic Pressure in Plants.* By BURTON E. LIVINGSTON, of the Department of Botany. [In Press.]

The fundamental importance of osmotic phenomena in organic life has long led teachers to feel the need of a treatise on this subject at once thorough and concise, such that it might be used by students whose knowledge of chemistry and physics is only elementary. The first part of the publication supplies this demand. In the second part the author has presented the present status of knowledge with regard to the osmotic occurrences in plants. Here thoroughness and completeness have not been sacrificed to conciseness, but the two have been so brought together that this part should be valuable, not only to the beginning student who wishes to acquaint himself with the nature of the absorption and transmission in plants, but also to the advanced student who desires a bibliography of physiological osmosis and diffusion.

VOL. IX.—*A History of the Greenbacks, with Special Reference to the Economic Consequences of Their Issue.* By WESLEY CLAIR MITCHELL, of the Department of Political Economy. [In Press.]

The experience of the United States with the greenbacks is of peculiar interest from both the historical and economic points of view. This monograph treats the subject from both points of view, the first part being devoted to the study of the chain of events which led up to the issue of the paper money, and the second part tracing in detail the effects of the desertion of a metallic for a paper standard. The elaborate chapter on wages includes a detailed analysis of the Aldrich Report in comparison with the hitherto almost unused material by Mr. J. D. Weeks in Vol. XX of the Census of 1880. An interesting feature is the incidental statistical demonstration of an element of truth in the much-despised subsistence theory of wages. Similar studies on rent, interest, and profits are followed by a chapter upon "The Greenbacks and the Cost of the Civil War," showing to what degree the paper issues increased the expense incurred by the government in carrying on the struggle.

VOL. X.—*The Study of Stellar Evolution; A Popular Account of Modern Methods of Astrophysical Research* By GEORGE ELLERY HALE, of the Department of Astronomy. [In Preparation.]

The purpose of this book is to tell how the origin, development, and decay of celestial bodies is studied in a modern observatory. The remarkable advances in astronomy during the second half of the nineteenth century, including the development of great telescopes, the introduction of the spectroscope and the many discoveries made with its aid, and the results obtained through the use of photography, have given the study of stellar evolution prominent place in the work of many observatories. The explanations of instruments and methods are accompanied by illustrations, and the most recent astronomical photographs obtained with the telescopes of the Yerkes Observatory are reproduced in a series of plates.

VOL. XI.—*Lectures on Calculus of Variations.* By OSKAR BOLZA, of the Department of Mathematics. [In Preparation.]

This treatise is, in substance, a reproduction in considerably extended form of a series of lectures delivered by the author at the Colloquium held in connection with the summer meeting of the American Mathematical Society at Ithaca, N.Y., in August, 1901. It gives a detailed account of the typical and most important class of problems in the calculus of variations—in which an integral depending upon a plane curve and containing no higher but the first derivatives of the unknown functions is to be maximized or minimized—with special emphasis upon the progress of the the theory during the last twenty-five years. The following topics are treated: (1) the older theory of the first and second variation from Euler to Jacobi, and the critical revision of its foundations and demonstrations by DuBois-Reymond, Scheeffer, Weierstrass, and others; (2) Weierstrass's theory: the problem in parameter-representation, the fourth necessary condition; sufficient conditions; (3) simplifications and extensions of Weierstrass's theory, especially by Kneser and Hilbert; (4) the so-called isoperimetric problems; (5) Hilbert's existence theorems.

VOL. XII.—*Studies in General Physiology.* By JACQUES LOEB, of the Deparment of Physiology. [In preparation.]

This volume will contain some of the author's principal papers on the subjects of animal tropisms, heteromorphosis and artificial transformation of organs, artificial parthenogenesis, physiological effects of ions, the effects of lack of oxygen, function of cell nucleus, etc. These papers have appeared in scattered German periodicals or as separate publications in German, and many of them are now out of print or inaccessible.

VOL. XIII.—*Glacial Studies in Greenland.* By THOMAS C. CHAMBERLIN, of the Department of Geology. [In preparation.]

This will consist of a detailed description of about fifteen Greenland ice tongues, and of a portion of the main

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ice cap, dwelling especially upon the significant features, followed by a chapter on generalizations, a chapter on experiments, a chapter on theoretical deductions, and a chapter on the applicability of the generalizations and deductions to the great ice invasions of the past.

VOL. XIV—*Studies in Logical Theory*. Edited by JOHN DEWEY, of the Department of Philosophy, with the co-operation of members and fellows of the Department of Philosophy. [In preparation.]

As is indicated by the title of this volume, the book undertakes a series of critical and constructive studies in logic along the lines of the recent work of such authors as Bradley, Bosanquet, Lotze, and Sigwart, as well as Mill and some of the earlier English writers. Among the contributors, besides the editor, are Dr. MacLennan, of Oberlin College; Dr. Stuart, of the State University of Iowa; Dr. Helen Thompson, of Mount Holyoke College; Drs. Moore and Ashley, of the University of Chicago, etc. The volume represents the first fruits given to the public of the investigation carried on continuously in the Graduate School of the University during the last eight years.

VOL. XV.—*The Finality of the Christian Religion*. By GEORGE BURMAN FOSTER, of the Department of Systematic Theology. [In preparation.]

The work has two sections: "Christianity as Authority-Religion" and "Christianity as Religion of the Moral Consciousness of Man." In the first section the rise, development, and disintegration of Christianity as authority-religion is historico-critically traced. In the second section, Christianity as religion of the moral consciousness is defined in antithesis to the extremes of naturalism and clericalism. Then the respective merits of the dogmatic and the religio-historical methods of approach to the main subject are examined. Finally, in the light of the originality of personality on the one hand, and of the doctrine of a forever progressive humanity on the other, in accordance with the idea of evolution, the problem, "Is Christianity the Ultimate Religion?" is treated in a critical and constructive manner.

VOL. XVI.—*Predecessors of Goethe in Italy in the Eighteenth Century*. By CAMILLO VON KLENZE, of the Department of the Germanic Languages and Literatures. [In preparation.]

The aim of this investigation is to study in detail the the attitude towards Italy taken by the eighteenth century, with a view of determining not merely what those generations saw or failed to see in the peninsula, but to decide too, in how far Goethe's famous "*Italienische Reise*"—a book the value of which has been so variously estimated—shows dependence on the preference and prejudices of its time, and furthermore in how far—if at all—Goethe goes beyond his contemporaries. In this fashion, it is hoped, something may be done towards eliminating from our judgment of this famous work that element of shifting subjectivity which has so far prevailed.

VOL. XVII.—*The Place of Apocalyptic Messianism in the Teaching of Paul*. By SHAILER MATHEWS, of the Department of New Testament Literature and Interpretation.

The point of approach is the messianic estimate placed upon Jesus by his immediate followers. The messianic hope of the Pharisees is then used as a criterion for historial interpretation. With its aid a study is made of the Pauline doctrine of judgment and justification through faith; the messiahship of Jesus as the basis of the Pauline theodicy; the messianic age and its forerunner the gift of the spirit; the resurrection of the body; the coming of the kingdom; the consummation. As a conclusion there is shown the distinction between the essential and the formal elements of Paulinism made possible by the results of such an investigation.

THE ALUMNI.

NOTES AND COMMUNICATIONS.

A. E. Merrill, '02, is Assistant in Physics in Williams College.

Harry M. Adkinson, '97, has been appointed head of a mine in Utah.

Horace Lozier, '94, is in the fire and life insurance business in Chicago.

Helen Davida Harper, '00, is taking graduate work in the School of Education.

William F. Eldridge, '01, is with the N. W. Harrison Company of Chicago.

Mark Jacobs, '02, is teaching History and English in Salina, Kan., High School.

Ralph A. McBroom, '01, is Instructor in English in University of Utah, Salt Lake City.

Hugo Jone, '95, who holds the position of City Chemist, has invented a battery for producing electricity from coal.

Ralph Hamill, '99, Charles F. Robey, '99, and Henry G. Gale, 96, have been assisting Professor Stagg with the team.

Fassett A. Cotton, '03, was recently elected Superintendent of Public Schools in Indiana on the Republican ticket.

Charles P. Cary, '98, was recently elected Superintendent of Public Schools for Wisconsin on the Republican ticket.

Louise Dodge, '02, is teaching Physics and German at the Mrs. Starrett School, at Forty-seventh street and Vincennes avenue.

Joseph E. Raycroft, '96, of the Department of Physical Culture, is preparing to put the results of his work as Physical Examiner into book form.

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Dr. S. Denham Barnes, '94, has returned to America after more than a year spent in England and on the continent in advanced medical work.

Alice E. Radford, '00, who spent last year in Germany and France, has accepted a position as teacher of French and Spanish in Joliet High School.

David W. Myhrman, '96, who took his Ph.D. in Leipsic in '91, has been appointed Docent in Assyriology at the Royal University in Upsala, Sweden.

Arthur F. Biefeld, '02, has accepted a position as tutor with the family of the President of the Mexican International Railroad at Durango, Mexico.

Samuel S. McClintock, '96, who went to the Philippines last year, has been sent to the Island of Cebu to organize a normal school, one of five in the islands.

C. H. Gordon, Ph.D., '95, Superintendent of City Schools, Lincoln, Neb., has been appointed Instructor of Geology and Geography in the University of Nebraska.

Wilber E. Post, formerly Assistant in Bacteriology under Professor Jordan, has recently been appointed to the position of Assistant in the Pathological Laboratory of Professor Ludwig Hektoen.

Samuel N. Harper, '02, son of the President, has gone to Paris, where in company with Charles L. Burroughs, '99, he will study at the Sarbonne. Mr. Harper will devote his attention to the study of Russian History.

Paul G. Woolley, '96, formerly Interne in Surgery at Johns Hopkins Hospital, is now Fellow in Pathology and Assistant in Bacteriology in the medical school of the McGill University, Montreal, Canada.

Philip G. Wrightson, '02, recently received his commission as Second Lieutenant in the United States army, and is to report for duty at Fort Sheridan December 1. Mr. Wrightson has been teaching in DeKalb, Ill., High School since the opening of the Fall term.

News has been received just as the RECORD is going to press, by a cablegram from Mr. Samuel N. Harper, of the death in Paris, France, by typhoid fever, of Charles Lindsey Burroughs, class of '99.

The University has never had a student more widely known and more highly esteemed than Mr. Burroughs. His rank in scholarship was very high. He received upon graduation the Phi Beta Kappa Key and was honored with an appointment to deliver the Bachelor's Address at Convocation. While a graduate student here he taught in the South Side Academy. After a period of graduate study in the University of Pennsylvania he went abroad a few months ago to study at the Sorbonne upon a traveling fellowship of the University. Mr. Burroughs was a member of the track teams of '96, '97, '98, '99, and a member also of the athletic team which represented the University at the World's Exposition in Paris in 1900.

Allen T. Burns, '97, has organized a new settlement movement in the Stock Yards district. Mr. Burns spent the summer among the laborers in the Stock Yards for the purpose of studying the field.

The following marriages of Alumni have been reported to the Secretary:

Scott Brown, '97, to Lyda Scott, Evanston, Ill.
William O. Wilson, '97, to Theodora Phelps, Dunkirk, N. Y.
Lora Heironymus, '00, to Frederick C. Robey, Springfield, Ill.
Elliott S. Norton, '01, to Helen Bender, St. Louis, Mo.
Theodosia Kane, '97, to Jesse P. Van Doozer, Chicago.
John P. Mentzer, '96, to Marion Alexander, Marion, Iowa.
Mortimer B. Parker, '00, to Eleanor Betts, '00, St. Joseph, Mo.
George T. Nesmith, '02, to Harriet Hall, Chicago.
William P. Lovett, '99, to Cora McCandish, Bay City, Mich.

THE SENIOR COLLEGE SCHOLARSHIP IN GERMAN.

Those students are eligible for the Senior Scholarship in German: 1) Who have received the Junior College Certificate between October 1, 1902, and July, 1903; 2) Who have completed the required German of the Junior College, having carried at least Courses 3, 4, and 5 in the Germanic Department, with grade not lower than B; and 3) Who have passed a written and oral examination, to be conducted in German, on some work to be announced each year by the department. This work is for the current year: Sudermann's *Frau Sorge* (published by Holt & Co.).

Candidates will apply to the Departmental Examiner in German before April 1.

PAUL O. KERN,
Departmental Examiner.

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OF

THE UNIVERSITY OF CHICAGO

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VOLUME VII NUMBER 8

UNIVERSITY RECORD

DECEMBER, 1902

THE AMERICAN TEACHER.[1]

By WILLIAM HENRY MAXWELL, A.M.,
Superintendent of the New York City Schools.

The right of the state to educate is in this country almost universally admitted. That right rests upon no unsubstantial or visionary foundation. It is implied in the end for which men have established government. The end of government is to accomplish the objects of organized society. Among the chief objects of organized society are, first, the development of the best powers—intellectual, moral, and physical—of the individual; and, second, equality of opportunity in the pursuit of whatever makes life worth living. Universal education is the one essential condition under which these objects may be realized. Without universal education there cannot be universal individual development. Without universal education there cannot be equality of opportunity for all. To provide, to insure, and to compel universal education is an undertaking far beyond the powers of any authority short of the state itself. As John Stuart Mill argued, because parents are unable or unwilling to provide the best education for their children, or, being able and willing to provide education, do not know what the best education is, the state must undertake the work.

Without universal education, moreover, no government that rests upon popular action can long endure. Where the people are sovereign, the people must be schooled in the knowledge and in the virtues upon which free institutions depend.[2] If for no other reason, public schools are necessary to keep alive the traditions of our history; are necessary lest we forget the glories of Yorktown and Bunker Hill, the principles of the Declaration, and the memories of Washington and Lincoln.

In words of weighty import, Andrew D. White has warned the United States of the danger of neglecting popular education. He has said:

> A number of great republics, officered by great men, have existed in the world. Their history has been very brilliant, and yet, of them all, only two remain—only two can be said to have lasted. [He regards the republic of France as still only an experiment.] I am speaking of Switzerland and the United States. Those two republics differ from all the others in only one particular. Other republics have been deeply religious. The republic at Florence was as deeply religious as any community that ever existed. They have had every virtue except an enlightened body of citizens. Switzerland and the United States have that.

The lessons of recorded history are in accord with the theory that the enlightenment of the great body of citizens through universal education is the sole condition under which a republic can endure.

But then the question arises: What is education? There have been some great definitions of education—all sublimely true, but each open to some objection. When Comenius says: "Things that should be done must be learned by doing;" when John Dewey says: "Education is not preparation for life, it is life;" when

[1] Delivered on the occasion of the Forty-fourth Quarterly Convocation of the University, held in the Studebaker Theater, December 16, 1902.

[2] WOODROW WILSON, *The State*, p. 667.

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Pestalozzi says: "Education is a generation of power;" when Froebel says that education is "the harmonious growth of the body, mind, and soul," we all feel the force of the words, but we also realize that the language is too mystical for general comprehension. Even when Colonel Parker grew eloquent—and when was he not eloquent?—on the ideal school as the ideal community, we could not, when released from the spell he wove around us, help feeling that there was something lacking—that he was describing the ideal conditions for education rather than ideal education itself.

Perhaps the first approach to a scientific definition of education was that made by John Stuart Mill in his St. Andrews address. Education, he says, is "the culture which each generation purposely gives to those who are to be its successors, in order to qualify them for at least keeping up, and, if possible, for raising, the improvement which has been attained." President Butler has shown that there is a scientific basis for Mr. Mill's definition which Mr. Mill himself probably never suspected, because he never realized the full significance of the doctrine of evolution. President Butler takes as the starting-point of educational science John Fiske's great contribution to the evolutionary theory, that the prolonged period of infancy in the human race which is necessary to bring about the adjustments—physical and spiritual—of the child to its environment, lies at the foundation of the human family and therefore at the foundation of society, and of institutional life.[3] As Dr. Butler puts it:

> After the physical adjustment is reasonably complete, there remains yet to be accomplished the building of harmonious and reciprocal relations with those great acquisitions of the race that constitute civilization; and therefore the lengthening period of infancy simply means that we are spending nearly half of the life of each generation in order to develop in the young some conception of the vast acquirements of the historic past and some mastery of the conditions of the immediate present.[4]

[3] BUTLER, *The Meaning of Education*, p. 10.

[4] *Ibid.*, p. 13.

In other words, the doctrine of evolution teaches us to look upon education as the work of adapting and adjusting our self-active organisms to the acquisitions and attainments of the race which have well been called our spiritual inheritances.

Our spiritual inheritances Dr. Butler classifies as our scientific inheritance, our literary inheritance, our æsthetic inheritance, our institutional inheritance, and our religious inheritance. This classification is sufficiently comprehensive. No part of the achievements of the human race—not science, not literature, not art, not history and laws, not religion—may be omitted from the work of education. For one and all of them, if our republic is to be preserved through the enlightenment of its citizens, if all our citizens are to have equal opportunity for individual development and for advancement, place must be found in the education of the school and the education of the home.

And yet there still seems something lacking. A man may, like Coleridge, have entered generously into the spiritual inheritance of the race, and yet remain an eater of opium and a dreamer of dreams; he may hide his talent in a napkin and have nothing to show for his stewardship; he may wrap himself in the cloak of selfishness or pour forth his strength in sensuality; and the world is full of examples of men of great intellectual attainments who have oppressed and maltreated their fellow-men; all these things and more a man may do in spite of his intellectual acquisitions, unless he has developed certain qualities of mind and heart without which neither knowledge nor riches avails.

Mr. Benjamin Kidd in his great work on *Social Evolution* has, to my mind, made a most important contribution to the theory of education which may help us to find what seems lacking in the definitions of Mill and Butler, and to explain what is mystical in the definitions of Froebel and Pestalozzi. He first shows that the stupendous achievements of the human mind during the nine-

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teenth century in mathematics, in pure science, and in the applications of science to industry, were not the colossal products of individual minds, but

> The results of small accumulations of knowledge slowly and painfully made and added to by many minds through an indefinite number of generations in the past, every addition to this store of knowledge affording still greater facilities for further additions.

So far, Mr. Kidd's doctrine of progress is in accord with Mill's and Butler's theories of education. But then he finds another element. It is not so much intellectual capacity, he claims, that has caused the evolution of the highest civilization, but the development of certain other qualities which we may call ethical, moral, or religious. He says:

> A preponderating element in the type of character which the evolutionary forces at work in human society are slowly developing would appear to be the sense of reverence. The qualities with which it is tending to be closely allied are great mental energy, resolution, enterprise, power of prolonged and concentrated application, and a sense of simple-minded devotion to conceptions of duty.

It would appear, therefore, that in any educational scheme to exalt a nation we must include, not only the acquisition of our intellectual inheritance, but also the development of the ethical qualities of reverence, resolution, power of prolonged and concentrated application, and simple-minded devotion to conceptions of duty. Quite recently President Eliot in a notable address traced the existence of many of the ills to which modern society is heir—the gambling habit, the drink habit, the reading of ephemeral and degrading literature, and the appeal to force instead of to reason, as in strikes and mob violence—to the failure of the schools to train the intelligence, the reasoning powers of their pupils. Doubtless there is much truth in the statement, and President Eliot did a great public service in calling attention to the truth. But is it not also true that these very evils are due quite as much to the lack of moral principle as to the lack of reasoning power? Gambling and intemperance are quite compatible with high intellectual attainments, but not with reverence and simple-minded devotion to conceptions of duty.

Again, does not the adjustment of the child to his environment in that process which we call life necessarily involve an ethical as well as an intellectual element? Not only is the child molded by the environment into which he is born; but for good or for evil he helps to modify that environment. He has his influence on all with whom he comes in contact. Every action he performs produces some reaction in others. Are these reactions good in their tendency or are they evil? Surely this is a question every man should put to himself. Surely every child should learn to ask himself: What will be the effect of this action of mine upon my fellows? Will it injure them? Will it help them? In defining education, accordingly, in terms of the adjustment of man to his environment, we must not, while seeking for the influence of environment on man, forget that man influences environment, that action always begets reaction. Education ought to train men to transform their environment for the better. And this is of the very essence of morality.

Now, if education is necessary to conserve the two main objects for which society is organized—to promote individual development and to secure equality of opportunity to all; if, further, universal education is necessary to the preservation of our republican institutions; and if, lastly, education involves the development of the highest ethical qualities, as well as the acquisition of our intellectual inheritance, in order to adjust the child to his environment; surely it follows that the persons to whom this all-important work is intrusted cannot be too accomplished, cannot be too highly trained, and cannot be held to too rigid an accountability. If we think of the teacher's work as the foundation and the safeguard of our political institutions, we may not unreasonably suppose that he should possess some of the attributes of a statesman. If we keep before our minds the vast task of introducing the young into their intellectual inheritance, we may look for the

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mark of the philosopher. If we think of his duties in the inculcation of a high morality, we may regard him as "an under-shepherd of the Lord's little ones," even as a great evangelist. If we think of the battles he is called upon to fight, especially in our great cities, against ignorance and vice and against the abhorrent forces that would prostitute the public schools to selfish purposes and drag them in the mire of party politics, we may think of him as the soldier of a hundred battles. Ofttimes, too, when we see his high-mindedness in presence of affront, his fortitude in resisting tyranny, and his patience in opposing intrigue and enduring scandal, we should not be far amiss in placing the crown of martyrdom on his brow. There are few in whom are found mixed all these qualities of the ideal teacher. One such, however, there was whom Chicago knew well—Francis Parker. Him the University of Chicago delighted to honor, for he was a statesman and he was a philosopher, and he was an evangelist, and he was a soldier, and in very truth he was a martyr. The memory of such a martyr is the seed of the schools. To few in any age are given the great abilities and the great opportunities that made Francis Parker the heroic figure he was. Yet none need despair. The opportunities for efficiency come to every teacher. The humblest mistress in a country school, who inspires her pupils with the thirst for knowledge, the love of truth, and the desire for the higher life, is as truly in the class of real teachers as Socrates or Froebel, Pestalozzi or Parker.

And yet the most ardent admirer of our public-school system will be constrained to admit that teaching, except in the case of college or university teaching, is not recognized as one of the learned professions, as the professions of law, medicine, and theology are recognized; that public-school teachers are not doing all that might reasonably be expected to foster the growth of intelligence and morality; and that they neither meet with that social and financial recognition nor exercise that influence in the community which the supreme importance of their calling deserves and demands.

How are we to account for this strange anomaly—that teachers should be called upon to do the work which is most needed to preserve the republic, and yet receive so little recognition, either financially or socially, at the hands of the people whom they serve? Some would account for it by the undoubted fact that the teacher's calling leaves its mark on the teacher and by so much unfits him for general society. Charles Lamb gave expression to this view when he asked the question: "Why are we never quite at ease in the presence of a schoolmaster?" He answers:

> Because we are conscious that he is not quite at his ease in ours. He is awkward and out of place in the society of his equals. He comes, like Gulliver, from among his little people, and he cannot fit the stature of his understanding to yours. He is so used to teaching that he wants to be teaching you.

The unerring shaft of Lamb's genial satire discovers a weak point in our harness and inflicts a wound—though a wound that is not mortal. May not we teachers retaliate by asking what calling there is that does not leave its mark, physical or intellectual, on him who follows it? The blacksmith through the constant use of his brawny right arm becomes lop-sided; the sailor rolls in his walk on land as a ship rolls at sea; the popular physician acquires blandness of manner and a deferential smile and the habit of never committing himself lest he should afterward be convicted of error; the preacher rarely throws aside his preaching voice; while the lawyer speaks of ordinary matters in the language of his brief, and is always "objecting" to your conclusions or cross-examining you on your facts. The fact is that all vocations leave their impress on the physical and intellectual man. It is only the very strongest souls that preserve their perfect poise and keep themselves free from the mannerisms of their calling. This, then, cannot be the reason why teachers receive so little recognition.

Others would account for the schoolmaster's

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position at present and for the ridicule that has been heaped upon him in literature by the deplorable fact that from time immemorial he has used corporal punishment as an element in teaching. There is only too much truth in the statement. Everywhere, doubtless, the conduct of the schools is today far more humane than it was in the Middle Ages, when, to use Oscar Browning's words, teaching was conducted amid the shouts of the teachers and the lamentations of the taught. It has grown more humane even during the last ten years. And yet, we who are seeking a better way cannot free ourselves from the contumely that has come down to us from two thousand years of cruelty to children. Though we must endure this reproach, we should not be surprised at it. Cruelty is the characteristic of the savage; loving-kindness, of the civilized man. The humane man or woman not only hates cruelty in and for itself, but despises it in the teacher as evidence of lack of skill in his calling. We cannot help despising in any calling or in any action the substitution of brute force for intellectual skill and moral influence.

Other reasons, however, there must be to account for the lack of appreciation for the teacher's position. All of them are more or less historic in their character.

The first, perhaps, is that the teacher's calling was until a comparatively recent date in the United States, and still is in most European countries, subservient to the profession of theology. Not only have the clergy had the appointment and supervision of the teacher, but the most prominent and highly paid teaching positions have been reserved for clergymen. Public schools —tax-supported schools—are an institution of very recent growth. At the beginning of this century all schools in the United States were practically under the control of the clergy. Invariably clergymen were selected as presidents of colleges. Only two years ago a layman for the first time took his seat in the presidential chair of Yale, and only a few weeks ago did Princeton for the first time come under the direction of a president who was not a clergyman. In England the heads of the colleges in Oxford and Cambridge and the heads of the great public schools are almost invariably in holy orders. The discussion over the education bill that has stirred England to its depths is in the last analysis nothing more or less than a fight as to whether the clergy shall appoint and control the teachers; and, unfortunately for England, the clergy for the time being appear to have won. But it can be only for a time. No profession can thrive or receive popular recognition and support while it remains subservient or subordinate to another profession. Schools in which the teachers and their interests are under the control of clergymen can never be the best schools, because dependent teachers can never do their best work. What position would architects occupy if they were subservient to engineers, or lawyers if they were placed under the control of physicians? Yet the anomaly is scarcely greater than that once presented in this country, and still presented in England, of the dependence of the teacher on the clergyman. Teachers still suffer in public opinion because in the past they were in all things dependent on the clergy.

Only very slowly has the withdrawal of the clergy from the active management of public education resulted in greater independence for the teacher. He has been relieved of the rule of the clergy; too often he has found the thraldom of the politician. To gain place or promotion he has been obliged to pull political wires, to fawn upon men whom he despised, and to seek to obtain by influence what it was impossible to accomplish by merit. True, it is the tendency of the educational legislation of the day to deliver teachers from the serfdom of politics; but still the record of the past causes the world to look upon the teacher as the member of a dependent profession. The ignominy to which he was in the past subjected clings to him even when he has been accorded all his professional rights.

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Again, lack of appreciation results from meagerness of pay and insecurity of tenure in office. Especially is this true in America, where commercialism holds far too wide a sway in every walk of life. A man with a very small salary will not, as a rule, wield any great amount of influence in the community, and particularly so when it is known that at the end of a year he may be kicked out by someone who knows nothing about teaching, in order to make room for a successor with no higher qualifications, but with a stronger "pull" than himself. That I am not exaggerating will be seen when I state the fact that the average monthly salary paid to city elementary and high-school teachers in the United States is only, according to the last report of the United States Commissioner of Education, $47.55 for men and $39.17 for women, while one-fourth of our teachers change their places every year. Reasonable pay and reasonable tenure of office are essential to win the respect of the community and to preserve that equanimity of mind and that self-respect which are necessary to anyone who desires to render good service and to take advantage of opportunities for self-improvement.

But perhaps the strongest reason why the teaching profession, notwithstanding its importance to the state, stands so low in the public esteem, is that teachers themselves have too low an estimate of their calling and of the preparation it requires. They have not as a rule realized that the aim of their work is to bring about the highest development of the individual, to secure equal opportunities for all, and to perpetuate republican institutions. They have not risen to the height of this great argument. Still less have they realized that the teacher's calling requires the most thorough scholastic and professional preparation. The prevalent feeling, to our shame be it spoken, has been that anyone who knew the rudiments and could keep ahead of his pupils was good enough to teach an elementary school. Notwithstanding all that is being done by our universities and colleges and normal schools and training schools for the professional training of teachers, the vast majority of those who are now teaching and of those who are entering the profession, are still untrained.

Were the lack of public appreciation and support all that resulted from the causes I have enumerated — from the reputation for cruelty to children, from the dependence on the clergy or on politicians, from meager pay and uncertain tenure of office, and from the teacher's own failure to realize the importance and dignity of his calling — the consequences would be sufficiently serious. But these consequences are only a part of the evil. The greatest evil is that the teacher's efficiency and his usefulness to the community are impaired. How can a teacher introduce his pupils to their spiritual inheritance when he does not understand it himself? How can he lead the children committed to his care into habits of reverence, self-control, independence, and simple-minded devotion to duty, when he himself is dependent on another profession or on the favor of politicians? How can he inspire others with high ideals if he himself, in order to secure appointment or promotion, must resort to arts that he must despise himself for using? How can he do his best work when poverty freezes the genial current of his soul, and he does not know what will become of himself and those dependent on him at the end of the school year? Arrested efficiency is the natural and inevitable consequence to the public school if the teacher's professional standing is impaired.

By some it will be argued that much of the responsibility I have attributed to the schools and the teacher belongs to the home and the church. The first school was the family; and in the well-ordered home the family influence is of incalculable educational benefit. In the course of time, however, as the pressure of modern life has become heavier and social conditions have become more complex, an increasingly large part of the educational duties that once devolved upon parents has been transferred to the school; and, as Dr. Harris

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has often pointed out, education, as far as it concerns intellectual development, is better carried forward in the school than in the home, because of the attrition of mind upon mind, and because of the impetus to intellectual development given by co-operative work. Indeed, the very existence of public schools is public admission that the education of the home will not suffice.

And even in the field of purely ethical instruction the church has proved itself deplorably lacking. But a small percentage of our children are reached by the Sunday school. Even if these institutions were thoroughly efficient, I should still say that it is not right, that it is not well for this nation, to relegate ethical instruction to one day in the week, and to neglect it the other six. For is not a body of ethical principles part of our spiritual inheritance, quite as much as art, or science, or literature? And does not progress depend at least as much on the development of ethical qualities as on gathering "the long results of time"? But even the most obvious form of ethical instruction—knowledge of the English Bible—is not well disseminated by the churches and Sunday schools. The accurate, sympathetic knowledge of the Bible that once characterized our people is fast disappearing, and now it is a rare thing to meet a young American, outside the ecclesiastical profession, who has even a superficial acquaintance with that great classic. A distinguished professor of English literature at Harvard tells me that he rarely finds a Harvard student who has the slightest appreciation of the biblical references in Shakespeare.

If, then, the public school must be charged, as I believe it must, with the ethical as well as the intellectual training of the vast majority of American youth; and if it is admitted, as it must be, that the welfare of society and the preservation of republican institutions depend in very large measure on the intellectual and ethical training given in the schools; surely it follows that it is the business of the state to see to it that the teacher's life is lived under such conditions that he can render society his most efficient service.

These conditions are (1) adequate preparation rigorously insisted upon; (2) appointment and promotion by some means that shall stimulate the teacher's efforts and preserve his self-respect; (3) opportunity for self-improvement and for the development of originality; and (4) reasonable financial support and secure tenure of office for the efficient.

The first condition necessary to secure the teacher's professional efficiency is adequate preparation rigorously insisted upon. New York has the honor of having been the first state in the Union to set up a legal standard of qualifications for entering the teacher's calling. In 1895 a law was enacted which provides that no teacher shall be licensed or appointed in any city or village of the state who has not completed at least a high-school course and a course of professional training in an institution approved by the state superintendent. Many of the cities of my state have already set up requirements in advance of the statutory qualifications, notably in the matter of professional training. Similar requirements have been enacted by most of the large cities of the Union. But still the great majority of the persons entering the teaching field have had no professional training and but a slender academic preparation. Two years of professional training I should regard as sufficient. But even the four-years' high-school course is, in my judgment, quite insufficient by way of scholastic preparation. The high-school graduate, as he enters the college or the training school, is still in the acquisitive period. The period of culture, of philosophic thought, of a sense of responsibility to society, has not yet arrived. As President Woodrow Wilson wittily remarked the other day of the sophomore, the sap is still rising in the man; it has not yet reached his head. I hope to see the day when the minimum scholastic requirement for teaching in the elementary schools will

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be a college course of at least two years above the high school. Such a requirement, together with a suitable professional training, would do much to elevate the teacher's calling and would result in permanent advantage to the schools.

The second condition necessary to secure the teacher's professional efficiency is appointment and promotion by some means that shall stimulate the teacher's efforts and preserve his self-respect. Appointment by the clergy, as in England, and appointment through the favor of politicians, as has been too often the case in America, both violate this condition. The reaction against the evils of these systems and the well-intended and eminently proper effort to place educational administration in the hands of educational experts, have led some legislatures and some boards of education to place the absolute power of appointment, promotion, and removal in the hands of one man — the city superintendent. In my judgment there can be but one justification for a measure so radical; namely, the existence of conditions so evil that nothing short of dictatorial powers will suffice to remove them. When such conditions are removed, the need for a dictatorship has passed. In the ordinary school administrative system of America there is no place for a dictator, for the very simple and all-sufficient reasons that an American citizen cannot work under a dictator and still preserve his self-respect and retain that independence of thought and action which he owes to himself as a citizen and to society as a teacher, and that the dictator may himself through excess of power degenerate to the rank of a spoils politician. The only system so far devised that meets all the conditions is appointment and promotion as the result of competitive examination, with a probationary period before the appointment is made permanent. By this system, which we have adopted in Greater New York, the teacher feels that both his appointment and his promotion are due to his own exertions and not to the favor of anyone, while the schools are amply protected by the probationary term against any incursion of the incompetent. The success of this plan, however, depends very largely on the character of the examination. If the examination is one which may be passed by successful cramming, it will largely fail of its purpose. To serve the purpose for which it is intended it must be of the nature which President Hyde of Bowdoin has well described as the "comprehensive examination;" that is, an examination which calls for a knowledge of a whole subject in its broad outlines, and tests the invention and the reasoning powers as well as the memory. I should say that the most serious fault of the educational work in most of the high schools and colleges with which I am acquainted is that tests are applied to each term's work or to acquaintance with a particular text-book, and that there are few or no comprehensive examinations, as in the English colleges, to force the student to take large, broad views of the subjects he studies. When he has done a year's work in a subject or in a book and passed an examination on that work or that book, the examination is the end and the student thinks no more of the matter. This is not the kind of training that makes the best teachers. The advocates of competitive examination as a method of selecting teachers or any other civil servants will be seriously handicapped until schools and colleges learn the wisdom of setting comprehensive examinations that will lead to comprehensive study.

The third condition necessary to secure the teacher's professional efficiency is freedom of teaching. Much just complaint has been made of irksome and vexatious restraints placed upon the class teacher's liberty by principals and superintendents through what has been called "close supervision." There is ground for this complaint. It is no uncommon phenomenon in city schools to see a bright young teacher crushed beneath the incubus of petty rules and restraints imposed by principals and superintendents. When such is the case she degenerates, unless she is of

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unusually strong fiber, into the schoolroom drudge without enthusiasm and without originality. On the other hand, the claim is made, and justly made, that the undoubted improvements in public-school work that have taken place since the days of Horace Mann are due in very large degree to expert supervision. Expert supervision we cannot dispense with. It is its abuse that must be abated. The abuse lies in the issue of peremptory orders and the promulgation of iron-clad rules as to methods of teaching. This evil arose in the days when all teachers were without professional training and when there was good excuse and probably good cause for dictatorial supervision. In no other way could John Lancaster, for instance, have succeeded as he did with his pupil teachers either in London or New York. With the multiplication of institutions for the training of teachers, this excuse or cause is rapidly passing away. Expert supervision there must be to unify and harmonize work, to inspire enthusiasm, and to prevent abuses; but it should be exercised in such a way as to stimulate enthusiasm rather than to suppress it, to excite originality and not to stifle it. There are reciprocal duties between teachers and supervisors. On the one side, the teacher, if he is to render good service, must be in accord with the ends and aims of the school or the system. If he is not in such accord, it is his duty to resign. On the other hand, while it is the duty of the supervisor to criticise and to suggest, he must permit — nay, invite — the fullest and freest discussion both of the teacher's work and his own theory; and, above all, he must encourage originality as far as it is consistent with the ends and aims of the school. Every teacher should be made familiar with those ends and aims, and permitted opportunity for originality as far as it is consistent with them. Such, it seems to me, is the law governing the freedom of teaching.

I have spoken of the class-room drudge — eminently faithful, but without originality; diligent in season and out of season, but without enthusiasm. The type, I am thankful to say, is disappearing, but slowly. Teachers' conferences and reading circles, the system of promotion by competitive examination, summer schools, and the throwing open of the doors of the university through extension courses, are doing much to transform this kind of teacher. But the process of transformation is neither radical enough nor rapid enough. What is needed is larger opportunity for self-improvement. What a boon it would be to the public education of this country if every teacher were required to spend at least every tenth year in travel and study! What energy, what new ideas, would be infused into the schools! And there is perhaps no class of teachers who stand more in need of such stimulation than principals and superintendents. What a splendid opportunity such a scheme presents to the Rockefellers and the Carnegies and other wealthy men to divert some of their wealth from higher education to elementary education!

The last condition which I shall lay down as necessary to secure the teacher's professional efficiency is reasonable remuneration. Under this head I include (1) secure tenure of office during efficient service after a period of successful probation; (2) a rising salary based on increased experience, attainments, and age; and (3) the right, in case of disability, to a pension, which shall be an inducement to good work and a relief from the greatest anxiety of life — an old age dependent on charity. President Eliot recently laid down similar conditions as the humane conditions of the employment of labor. May we not ask that the teacher's labor — labor of paramount importance — may be conducted under these humane conditions of employment? I am proud to say that in Greater New York these conditions have been fully realized. Employment is permanent after a probationary period of three years, a living wage is paid, increasing with experience and attainments, and there is a pension for old age. Several large cities—among them Boston, Washington, St. Paul, Providence, Rochester

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Newark, Omaha, Denver, Emporia, Baltimore, and San Francisco — have recently followed New York's example and given their teachers permanent tenure of office. In none, however, has the teacher's position been rendered so secure and so comfortable as in New York. In the first place, the amount to be raised each year by tax for purely educational purposes is fixed by law at not less than four mills on the dollar of the assessed value of the city's real and personal estate. By this provision of law the conduct of the public schools is forever removed from the domain of party politics, as no party can manufacture cheap capital by cutting down salaries or interfering with valuable educational work such as the kindergarten or manual training; the school authorities are enabled to carry out well-conceived schemes of educational policy because the financial basis is secure; and the teachers are assured of a living wage. In the second place, a minimum rate of wages which increases with experience and responsibility, and which is higher than the rate in any other city in the world, is also established by law. And in the third place, ample provision is made for pensions by setting apart the amounts deducted from teachers' salaries on account of absence and by the devotion of a percentage of the city's excise money to that purpose. Such is the provision made in Greater New York for the teachers in her public schools, and I submit that her example is one to be followed in every city of the country. I base the claim of the teacher not on the right to luxury or to wealth; for neither luxury nor wealth is consistent with the teacher's mission to humanity. I base it solely on the ground that the teacher's work of education for the sake of the people of this republic will not be adequately performed under any other conditions than those of fair salaries, permanent tenure during efficient service, and relief from anxiety regarding old age.

But, suppose the state does all that I have asked for the teacher; suppose it requires adequate scholastic and professional training, appointment and promotion on merit alone, reasonable freedom in teaching, adequate opportunity for self-improvement, secure tenure of office during efficient service, living salaries, and support for old age; suppose the state guarantees to the teacher all these things, what does the teacher owe to the state in return? Each individual teacher owes to the state his greatest energy, his most devoted service, his best ability.

Individual effort, however, is not sufficient. The work before the teacher is as wide as humanity. It will never be even measurably accomplished unless teachers combine their forces and form themselves into societies for the accomplishment of common objects. When I speak of societies of teachers I do not mean trades unions or federations of labor, because, however worthy and necessary these combinations of labor are — and I believe them to be very worthy and very necessary — their chief reliance for the amelioration of material conditions is the right to strike. This is an inalienable right, but it is a right which no teacher worthy of the name will ever exercise. The teacher's work is too sacred to permit him to leave it for his own material advancement. Poverty may come, persecution may come; the true teacher will never desert his holy mission to childhood. No possible conditions will ever justify a teachers' strike. Yet if they join a trades union they are bound to strike when so ordered. The true solidarity of teachers is as far removed from trades unionism as a profession is from a trade.

I mean by the solidarity of teachers organization to accomplish their high purposes under a code of professional ethics which will set a standard of professional honor and professional duty that will transcend school-board ordinances and statutory enactments. Such a standard, if ever formulated, will be formulated by teachers themselves from a nice sense of honor, from loyalty to a noble profession, and from ambition to realize high ideals.

Time will permit me to indicate only a very

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few of the most salient features of such a code of ethics.

In the first place, the code will forbid all under-bidding, all maligning, all pulling down of the reputations of fellow-teachers, all effort to secure another's place.

In the second place, the code will forbid the use of political, social, or religious influence of any kind to secure appointment or promotion. At first sight, this may seem a hard saying. As long as municipal government in our large cities remains the practical failure which careful students of sociology have proclaimed it to be, I suppose it is inevitable that politics will exert a baneful influence on the public schools; school boards will reflect more or less the political opinions of the appointing power; the less worthy among the teachers will endeavor to get ahead of their fellows through "pull;" and even the more worthy in moments of weakness will sometimes in self-defense resort to the same disgraceful tactics. We may try all sorts of expedients through legislation to prevent politics entering the administration of the public schools. But such expedients, however excellent, will always remain at best partial failures until the appeal is made to the professional honor and dignity of the teachers themselves. Let it be once understood that it shall be regarded by the profession as unprofessional to seek advancement on any other ground than merit, and the difficulties of school administration will disappear like the mist before the rising sun. It should be as unprofessional for a teacher to use "pull" to secure advancement as it is for a physician to advertise in the daily press.

In the third place, the teacher's code of ethics will enjoin never-ending preparation for work. It is not enough that the state or private munificence should provide opportunities for self-improvement. It should be part of the teacher's inmost nature to embrace them with avidity when they are provided and to find them when they are not provided.

Fourth, the teacher's code of ethics will enjoin a firm belief in progress, in the possibility of modifying environment for the better. All history attests such progress. We all believe there has been progress in the past. But when we look into the life around us, it is often not so easy to believe in progress in the present or the future. We see, for instance, that every new discovery and every new invention throws wage-earners for the time being out of employment, and produces acute and wide-spread suffering. We see the great combinations of capital crushing out the small dealer and manufacturer. We see labor and capital, as in the recent coal strike, engaged in fratricidal strife in which the innocent persons suffer for one who is guilty. In the great centers of population and in partially deserted rural localities we find suicide, insanity, vagabondage, drunkenness, and the other various forms of vice and crime, increase, as the struggle of life, which nature has ordained as the price of progress, increases. "Barbarism is no longer at our frontiers; it lives side by side with us." Often, as we reflect on these things, it is hard not to be a pessimist. Often, as we see man's inhumanity to man, as we see the squalor and wretchedness and sin that lie all around us, it is difficult to resist the cry: "The world is growing worse and worse, and man is moving on toward destruction." But the teacher who succumbs to this feeling, all too prevalent in our modern life, has belied his profession; like Peter, he has denied his Lord, but without the poor apology of physical terror. The teacher is the officer of the state whose duty it is to promote progress by enabling each new generation to build higher on the foundations laid by its predecessors. As the herald of progress, his first duty is to be an honest, thoroughgoing believer in what Phillips Brooks called "a great purpose underlying the world for good, for human fulfilment, which is absolutely certain to fulfil itself somewhere, somehow." This is the thought to which Tennyson has given immortal utterance in "In Memoriam":

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That God which ever lives and loves,
One God, one law, one element,
And one far off divine event
To which the whole creation moves.

The teacher who does not believe, notwithstanding all the hindrances, notwithstanding all the sin and all the strife, in the possibility of elevating the human race mentally, morally, and physically; the teacher who cannot see in his work, however humble, something that brings a shade nearer that "one far off divine event to which the whole creation moves," has no part or lot in the ethics of the teaching profession.

Sixth, the commandment to believe in progress carries with it the duty to help all who need help, and particularly children. Neither talents, nor learning, nor accomplishments will avail the teacher much unless they are devoted to the service of mankind. He should feel, as Felix Adler has said, that he is building a temple in which the lives of the pupils he trains shall be the building stones.

Seventh, and lastly, the teacher's code of ethics will enjoin him to be humane and gentle toward all children. A harsh word, a cruel look may wound the child spirit to the death; all your powers of kindness and magnetism are required to call it into action. The ox may crush the lily into the dirt; it needs the glories of the sun of heaven to coax it into life. As a great teacher once said: "Ah, believe me, fellow-teachers, where two or three children are met together, unless He who is the spirit of gentleness be in the midst of them, then our Latin is but sounding brass and our Greek a tinkling cymbal."

These, then, are the duties which, whether or not the state provides the conditions that shall best promote professional efficiency, the teacher owes to the state: professional courtesy to one another, a firm belief in progress, a constant striving toward helpfulness, never-ending preparation for life-work, and love and gentleness toward all children.

I offer no apology for discussing before this great university audience the problems affecting the public-school teacher and his work. Public education is the most extensive, the most difficult, and the most important enterprise undertaken in our modern life. Now, it is to the universities and to those trained in university methods, that men must look for advice and co-operation in all great enterprises. With confidence, then, we of the public schools turn to the universities for advice and co-operation. We have been striving, too often blindly and ignorantly, but faithfully and strenuously, to improve our own work. We know it is far from perfect. To secure the conditions that will promote professional efficiency we need the support, the encouragement, the enlightenment which the university can give.

There is a story of George Inness, the great landscape painter, that will perhaps illustrate my meaning. A young artist had striven for months over a painting. His friends had told him it was a masterpiece. His own artistic sense informed him that, notwithstanding all his effort, the picture was still faulty. Strive as he might, he could not supply what he felt the landscape lacked. One day George Inness visited his studio. His young friend poured out his heart to him in a flood of confidence. The great artist examined the picture. He picked up the palette. Selecting a brush he dipped it in a pigment and applied one deft touch of white paint to a cloud in the sky. Instantly the picture was transfigured. The flowers bloomed, the waters sparkled, the leaves took on a deeper green. The whole landscape was glorified. Will not the universities apply that touch to our public-school work which shall strengthen it for its great task—the intellectual and ethical development of the individual in a democracy in which the opportunities of all shall be made equal through universal education?

THE PRESIDENT'S STATEMENT.

Members of the University and Friends:

You will join with me in expressing a cordial appreciation of the address which has been given us this afternoon. A more interesting or far-

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reaching subject could not have been selected. The teaching profession exerts today a larger and more potent influence on the life of the average man and woman than does any other single profession. The future place of the teacher in American life will be higher than has yet been reached; for the evidence is overwhelming that in every decade of our history there is a perceptible growth in the appreciation shown for the teacher's work. The time is near at hand when the well-equipped teacher in the grammar school will receive a salary worthy of the responsibility of the office, and in some measure corresponding to the preparation made for the service. The struggle for a more adequate recognition of the office of teacher which is now going on in the city of Chicago is only one of many indications to be interpreted by the public at large as evidence of a vigorous strength and of a spirit which is undaunted in the presence of even the greatest difficulties. We may not in every case sympathize with the particular method employed to furnish expression of this spirit, and we may certainly object most seriously to the introduction of illegitimate methods of work; but with the great underlying motive of it all we should be profoundly sympathetic, and we should heartily encourage every forward step taken in this important work.

For my own part, I am convinced that next in difficulty and in importance to the work of the president of the United States stands that of the superintendent of schools in our great cities. I can conceive no task more delicate or more responsible, more taxing or more harassing, more helpful or more splendid than that which falls to the lot of the superintendent of schools in the city of Greater New York or in the city of Chicago. The work intrusted to the hands of these men is as sacred as that confided to any human being, and in the execution of this work they deserve the enthusiastic support of every good citizen. Nor can I conceive any better service which a true citizen can render than that of holding up the hands of the men upon whom rest such burdens.

To Superintendent Maxwell, who has placed before us the ideal of an American teacher, the University of Chicago, the teachers of Chicago, and the citizens of Chicago will join in an expression of hearty thanks for the service he has rendered the cause of education in that great center — New York city — and as well throughout the country; for nothing can be more true than that the influence exerted in a city like New York or Chicago is an influence indirectly exerted from one end of the country to the other. We desire also to present to him our thanks for the special service he has rendered us this afternoon, and to assure him that these words will be a source of profit and inspiration to the hundreds and thousands of teachers who have heard or will have read his words.

THE SCHOOL OF EDUCATION.

In this connection I may perhaps refer to the special work of our own University, which concerns itself with the education of the American teacher. I do not forget that a large proportion of the alumni of this University are teachers. Of the thirty-seven, for example, who take the bachelor's degree this afternoon nineteen have chosen the teacher's profession. But I have particularly in mind the School of Education, which is now in its second year of history as a part of our University organization. The progress of the school has thus far been greatly retarded by circumstances over which there was no human control. Hardly had the work begun when its leader was taken away; and up to the present time it has been necessary to conduct the work in quarters temporarily provided for the purpose. But under new leadership a second beginning has been made, and with enthusiastic support the members of four faculties are joining hands to develop a piece of work which in scope and character will be worthy, we trust, of him who has passed away, of her who has founded the undertaking, and of the great cause for which it was established.

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The new buildings are rapidly approaching completion, and will be ready for occupancy July 1. With new organization and new facilities it is expected that contributions of really great value will be made to the cause of public school education. With its staff of instructors, including now the faculties of the Chicago Institute, the University Laboratory School, the South Side Academy, and the Chicago Manual Training School, under the leadership of the men and women who have been leaders in these several institutions; with the facilities made possible by the munificence of the founder of the institution; and with the strength and enthusiasm which come from united effort we may well cherish the hope that in this Mississippi Valley the School of Education of the University of Chicago will during many years be an agency for the elevation of ideals and for the promotion of true methods of work.

THE LAW SCHOOL.

It is somewhat difficult for me to describe the feeling of satisfaction which, I think, exists throughout the entire University in view of the fact that the Law School is at last actually organized and its work in process of accomplishment. We have been very successful in the effort to establish the new Law Library. Twenty thousand volumes have been secured, catalogued, and placed within the reach of the faculty and the students. It has been a serious task to select and secure this large number of books within so short a time. For the special help rendered in this work the University is under obligation to the Dean of the school, Mr. Beale, and to Mr. Mack. It may be said without boasting that no law library equally well equipped is to be found west of the state of New York.

The earnest labors of the faculty have already resulted in bringing about a condition of things in the Law School which under ordinary circumstances we could hardly have looked for within three or four years. With a ripe experience secured from membership in other eminent schools of law, with an admirable judgment growing out of such experience, and with a spirit of unanimity and enthusiasm which has attracted the attention of the entire University, the members of the faculty have performed almost a miracle in the way of organization, and of adjustment to a new situation. I desire to predict that in several particulars the methods and work of this faculty within a short time will have exerted a strong influence on other departments of the University work.

Since the requirements for admission are three years in advance of those of any other school west of New York, and call for a preparation which is equivalent to at least three years of a college course; it was hardly to be expected that a large body of students would come together during the first quarter. The number enrolled in the first quarter, including those occupied in the work of the pre-legal year, will exceed eighty. Many students coming from other institutions are arranging to take up work in the Winter Quarter. It seems quite certain that the total enrolment of the year will exceed one hundred. The general character of the students and their intellectual ability have been the subject of most favorable comment on the part of all who have come into contact with them. Their devotion to the work of their particular school and the interest taken by them in the University at large, deserves special mention.

Last spring the trustees of the University arranged for the erection of a building for the Law School. The sum of $200,000 was guaranteed for this purpose. The plans and specifications having been prepared, bids were taken, and it was found that the building desired would cost approximately $350,000. It has not seemed to the trustees desirable to restrict the building to the sum originally provided. At the same time it has not been thought wise to use so large a sum of money for the building. The architect and the faculty are at present engaged in a further study of the plans with a view to a reduction of

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the expense. It is believed that the building can be constructed so as to retain all of the desirable features that have thus far been suggested at an expense not to exceed $300,000, and it is expected that this building will be ready for occupancy October 1, 1903.

The law school will conform to the general policy of the University and offer a full schedule of courses during the Summer Quarter. These courses will be so arranged that students who desire to begin the work of the Law School may make the Summer Quarter their first quarter. Instruction will also be provided for those who are prepared to take the second and third years of the law course. Provision will also be made for graduates of law schools who desire to undertake special work in connection with the law of modern commercial life. Courses will be offered in "Business Fraud," "Industrial Combinations," "Interstate Commerce," and the business part of "Constitutional Law." Strong teachers in other schools of law have been selected and have expressed their willingness to come to the University during the Summer Quarter. An opportunity will thus be provided for work on the part of (1) those who wish to complete their course in a shorter time than the three calendar years ordinarily required; (2) students of other institutions who wish to do special work in particular subjects; (3) graduates of schools of law already engaged in practice who desire to make special investigations in particular lines; and (4) teachers of law in other law schools who wish to undertake advanced work with professors of law of international reputation.

One thing remains to be said which seems to me of special importance. The Law School of the University of Chicago is not an institution which has a merely nominal connection with the University, and is separated either by local arrangements or in spirit from the University at large. Its students are breathing the University atmosphere, and are not distracted by vain efforts to combine the practical and the theoretical. Its professors sit in the University Senate and are concerned with the affairs of the entire institution. It is an organic part of the University. It makes valuable contribution to the University life, and at the same time it imbibes the spirit and the purpose of that life. Every effort is made to keep the law school in close touch with the other divisions of the University, and while this faculty, like other faculties, guides its own affairs under the general supervision of the Senate and Council, it does not treat itself as a separate institution having no association or sympathy with the larger life of the University. If the future of the school may be measured by the success thus far achieved, there is ground for sincere satisfaction.

THE MEDICAL SCHOOL.

It was only a year ago this autumn that there came to us the first class of medical students. This year those men constitute the second class, and a new group of medical stndents has matriculated. As has been announced, the requirements for admission are being advanced each year.

This year, for the first time, students were required to have finished at least two-thirds of the college work of the freshman year. Next autumn the requirements will be still further advanced, including one-third of the work of the sophomore year; and within two years admission will be given only to those who have completed the first two years of college work. This will make the requirements for admission to the Medical School two years in advance of those prescribed in any institution of the country except Johns Hopkins University and Harvard.

Under these circumstances it is probable that the number of persons admitted will be smaller each year until there has been time for men desiring a more advanced grade of medical instruction to adjust themselves to the new situation. It has been, however, a matter of interest that with these advanced requirements, so large a number as 222 students should be enrolled in the medical work of the present quarter. Of the medical

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students entered this year, 37 have degrees from college, 9 have had three years of college work, 10 have had two years of college work, and 14 have had one year. Of the Juniors and Seniors, 53 have an A.B., 9 have had three years of college work, 13 have had two years of college work, and 30 one year. If with these 222 students there shall be counted the 400 engaged in clinical work of the last two years of the medical course in Rush Medical College, the total number of 622 constitutes perhaps the largest medical school in the country.

It has already been announced that overtures have been made by the trustees of Rush Medical College to the University for a more definite incorporation of Rush Medical College as a part of the University. In other words, the proposition has been made to make Rush Medical College the Medical School of the University.

The following is the proposition of the Rush Medical trustees:

"The trustees of Rush Medical College believe that the high purposes for which the college was founded, and which it has attempted to carry out for more than sixty years, will be best served by its organic union with the University of Chicago. To the end that this may be accomplished, we hereby submit, for your consideration, the following proposition:

1. If it can be legally done, and upon compliance with the other conditions hereinafter to be mentioned, the trustees of the Rush Medical College will, on or before January 1, 1903, transfer to the University of Chicago all its property—real, personal and mixed—and its good will, which includes the privileges of the Central Free Dispensary and the Presbyterian Hospital, thus affording privileges indispensable to a medical college, which would cost a large amount to obtain. . . . . There shall, also, be transferred all the appliances and equipment in said buildings, or on said premises, or elsewhere, which belong to the college.

2. The Rush Medical College, with the consent of the Presbyterian Hospital, will transfer the contract now existing between the Rush Medical College trustees and the Presbyterian Hospital.

3. So far as it can legally be done, the Rush Medical trustees will provide that any endowment, hereafter received by it, or in its name, shall belong to the University of Chicago.

4. The trustees and faculty of the Rush Medical College, with such assistance as may be obtained from its friends, will endeavor to secure for the purposes hereof the sum of $1,000,000, to be used for medical buildings, equipment, and instruction, at the discretion of the trustees of the University of Chicago. In consideration of the foregoing, the University of Chicago is to agree that, upon compliance with these conditions, and the raising of the $1,000,000 referred to above, it will thereupon assume and thereafter continue to conduct the work of Rush Medical College.

In connection with this proposition the following suggestions were made:

We recognize that the acceptance of these propositions by the University would involve it in large expense, but we believe that their acceptance will enable the University to enter upon its great future, with reference to medical education and research at once, and in a way greatly to its credit, and to the lasting benefit of science, and we suggest the following as worthy of your consideration:

1. Rush Medical College has had a long and creditable history as the leading medical institution west of the Alleghany mountains.

2. It has more than six thousand graduates, and its alumni will, in this way, become closely connected with the University—thus giving to the University a constituency of great value, and one particularly needed in view of the short time during which the University has been established, and the long time necessary to secure alumni of its own.

3. The proposed million dollars would, it is thought, not only provide for, and complete the proposed buildings at the present college site on the West Side, but also the necessary buildings for the first two years of work at the University.

4. The results of affiliation, which took place four years ago, are so highly satisfactory as to justify the belief that the proposed union would be of inestimable service to the cause of medical education.

5. The University will probably feel compelled soon to develop its medical work, and we believe that the plan suggested would enable it to accomplish a larger work within a shorter time than would any other.

With respect to the future development of medical work in the University in case the organic union proposed should be accomplished, in urging upon the trustees of the University the acceptance of these propositions, the trustees of Rush Medical College presented also the following statement:

Upon the recommendation of those who have given careful study to the subject, we suggest that the future development of medical work in the University, in case the organic union herein contemplated shall be accomplished, shall be substantially along the following lines:

1. In addition to the present departments of Anatomy, Physiology, Pathology, and Physical Chemistry, which shall also be part of the Ogden School of Science, three clinical departments shall be created in the University of Chicago, all constituting the Faculty of Medicine.

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2. The work of these clinical departments (Medicine, Surgery, and Obstetrics) shall be conducted for (1) undergraduates, and (2) for research work.

For undergraduates: (*a*) During the third year of the medical course at the University, as soon as satisfactory arrangements can be made. (*b*) During the fourth year at Rush Medical College, at the University, and elsewhere, if thought wise, as may be arranged.

For research work: (*a*) At the University, (*b*) at Rush Medical, and elsewhere, as may be arranged.

3. The work of each of these Departments shall be under a Dean, who shall correlate the work of the Departments in the several places.

4. All instructors in all departments to be members of the Rush Medical College of the University of Chicago. All instructors in the fundamental branches of Anatomy, Physiology, Pathology, Physical Chemistry, etc., to be members of the same faculty as those of the Clinical Departments (Medicine, Surgery, and Obstetrics); and they shall, also, be members of the Faculty of the Ogden School of Science."

The University, believing that the aims and ideals of the Rush Medical faculty for medical education, as these had been outlined by Dr. Billings, Dr. Ingalls, Dr. Barker, and by other members of the Rush Medical faculty, were of the highest character; and believing that, if the University were to establish a new medical school, no better thing could be done than to make the present faculty of Rush Medical College the basis of the proposed college, approved the union suggested, with the understanding that it should take place as soon as the proposed sum of $1,000,000 shall have been subscribed by responsible parties and accepted by the trustees of the University, provided that the sum of $1,000,000 be raised prior to July 1, 1903. A committee was appointed to co-operate with the Rush Medical trustees in securing the proposed subscription, and a second committee was appointed to employ counsel to advise with respect to legal questions involved. It now remains to be determined whether the friends of medical learning in the city of Chicago will rally to the support of this new undertaking.

When it is remembered that one medical school in this country has today the sum of $9,000,000 for the prosecution of its work, and another $7,000,000, it will be clearly understood that the million which it is desired to secure by next July is only the first of many millions to be obtained. It will be nothing less than a public calamity if this enterprise should fail.

THE UNIVERSITY LECTURE-STUDY WORK.

The nature of the University Lecture-study work is such that a full and accurate report cannot be made until the end of the scholastic year. Yet statistics are available to indicate a very striking increase in the amount of work done during the Autumn Quarter over the corresponding period of any preceding season. During the quarter just closing 107 courses of six lectures each have been delivered in 89 different centers, as compared with 88 courses in 81 centers during the Autumn Quarter of 1901, and with 55 courses in 46 centers in the Autumn of 1900. One of the principal reasons for congratulation is the increase in the number of courses of twelve lectures each. During the present quarter 16 such courses have been completed, exactly the same number given in the entire year 1901–1902, and double the number given in any preceding year.

The University Lecture Association, under the auspices of which the University Extension work in Chicago is conducted, reports an increase in attendance and in interest. In the South Side center a course of twelve lectures on "Studies in Shakespeare" has been delivered by Professor William Henry Hudson, of London; in the West Side center a course of twelve lectures on Physiography by Professor Rollin D. Salisbury of the University; while in the North Side center two courses of six lecture-studies each have been delivered—one on "The Study of Literature," by Professor William Henry Hudson, and the other on "The Music Dramas of Richard Wagner," by Dr. Nathaniel I. Rubinkam.

When it is remembered that the work of the year closing June 30 had increased about 40 per cent. over that of any preceding year, and that the work finished during the present year has increased nearly 20 per cent. over that of the

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corresponding period for last year, it is evident that an important development has taken place in this division of the University's work. After twelve years of experience we are persuaded that the Lecture-study work is to occupy a more important place in the intellectual development of the West than was at first supposed.

With a larger staff of lecturers, with better organized centers, and with more definite plans of operation, we may expect even in the near future such a growth in the work as could hardly have been anticipated.

THE DECENNIAL PUBLICATIONS.

Progress has been made with the Decennial Publications during the past quarter. There are now 3,419 pages actually in type, and articles and books are issuing from the press at frequent intervals. The November RECORD contained the complete contents in detail of the eight volumes of Investigations constituting the First Series and the titles of the separate volumes of the Second Series. The names of 109 contributors appear in this announcement, all of them members of the faculties of Arts, Literature, and Science alone. Soon after January 1 the Press will have issued six volumes of the Second Series and three of the First Series. In an undertaking of this magnitude delays are sure to occur, but, considering the unexpectedly large volume of scientific material offered for publication, and the consequent enlargement of the scope of the Publications from the five volumes originally projected to the present twenty-seven volumes, the University Press and the Editorial Committee are to be congratulated upon having brought so near to completion this important project, which, it is confidently hoped, will prove of great advantage to the University in fostering the spirit of research throughout its faculties. This series of original contributions is dedicated "to the men and women of our time and country who, by wise and generous giving, have encouraged the search after truth in all departments of knowledge."

THE ATTENDANCE OF THE AUTUMN QUARTER.

	Men.	Women.	Total.
The Divinity School:			
The Graduate Divinity	112	4	116
The Unclassified Divinity	15	4	19
Dano-Norwegian Theological Seminary	27		27
Swedish Theological Seminary	36		36
Totals	190	8	198
The Graduate School:			
Arts and Literature	139	132	271
Ogden School of Science	197	31	228
Totals	336	163	499
The Colleges:			
The Senior Colleges	202	153	355
The Junior Colleges	363	403	766
University College	100	388	488
Unclassified Students	89	288	377
Totals	770	1,232	1,986
The Medical School	196	26	222
The Law School	57	2	59
The School of Education	2	95	97
Grand Totals	1,535	1,526	3,061
Deducting repetitions			493
Final Totals			2,568

COMPARATIVE ATTENDANCE.

The enrolment for corresponding quarters in the past has been as follows:

	Men.	Women.	Total.
Autumn Quarter 1892	466	128	594
" " 1893	529	221	750
" " 1894	670	326	996
" " 1895	725	391	1116
" " 1896	753	378	1131
" " 1897	719	458	1177
" " 1898	849	779	1628
" " 1899	923	749	1682
" " 1900	969	992	1961
" " 1901	1399	1247	2431[1]
" " 1902	1535	1526	2568[1]

[1] Deducting repetitions.

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The Lower Juniors (Freshmen) registered:

October 1,	1896,	were	151
"	1897,	"	196
"	1898,	"	216
"	1899,	"	331
"	1900,	"	435
"	1901,	"	444
"	1902,	"	490

CHARLES LINDSAY BURROUGHS.

The death of Charles Lindsay Burroughs, Traveling Fellow in History, has taken from the University one of the most promising of its younger members. After having passed through his academic and collegiate courses with us, he had begun upon his graduate work in history, and was pursuing special studies in Paris when death came. A man who, both upon the athletic field and in his studies had attained brilliant success, he crowned all by the manifestation of a singularly pure and noble ideal of character. He was one from whom the University had reason to expect much. His race was run all too soon, and we can only hope that the torch, laid down so early, will be carried forward by another of the University's sons to the lofty goal whither his steps were bent.

MRS. ALICE FREEMAN PALMER.

The educational world has been greatly saddened by the recent sudden death in Paris of Mrs. Alice Freeman Palmer. The University of Chicago has peculiar ground to lament the closing of her life work. Rich in administrative experience, lofty in educational standards and moral purpose, inspiring in personal sympathy, she gave three years of bounteous service to the initial work of organizing the various activities of the University. Although the interests of the women were specially close to her heart, her voice was gladly heard in the general councils of the University, and the impress of her character and life will long abide. A short year ago she gave to us again from her rich stores of knowledge and of inspiration, assisted in the organization of the Woman's Union, and gave an address on the meaning of college life which stimulated many of our students to new ideas of living. The stream of her beneficence seemed boundless. The University is grateful that it shared so richly in her service to humanity.

INSTRUCTORS ON LEAVE OF ABSENCE.

During the quarter just closing the following instructors have been on leave of absence:

Professors: C. D. Buck, Ernest D. Burton, Starr W. Cutting, C. R. Barnes, E. B. Hulbert.

Associate Professors: James H. Breasted, Frederick Starr, Frank J. Miller, Thomas A. Jenkins.

Assistant Professors: William Muss-Arnolt, George C. Howland, H. Schmidt-Wartenberg, William Vaughn Moody, H. E. Slaught, R. A. Millikan, E. P. Lyon, A. P. Mathews.

Instructors: Theodore L. Neff, John C. Hessler.

Associate: Martin Schütze.

THE SCHOOL OF TECHNOLOGY.

Important action has been taken during the quarter in completing the plans for the establishment of the new School of Technology. A committee of the Junior College Faculty, consisting of Messrs. Mann, Salisbury, Chamberlin, Vincent, Kinsley, Moore, McCoy, and Miss Talbot, has made a careful study of the subject from the point of view of the requirements for admission, and of the curriculum for the first two college years. This report, after full discussion in the Faculty, was finally adopted. The essential points in the report are the following:

To the Junior College Faculty of the University of Chicago:

In response to the question as to how to meet the demands which are constantly being made upon the University for work in engineering, the committee on curriculum for technological work unanimously make the following recommendations:

I. That this faculty urge upon the Board of Trustees the importance of providing as soon as possible for the adequate establishment of curricula in technology in the Junior Colleges.

II. That the faculty adopt the following as the entrance requirements for engineering work: (*a*) Specified requirements: algebra, plane and solid geometry, 3 units; English, 2 units; history, 1 unit; French or German, 3 units; physics, 1 unit; chemistry, 1 unit. Total, 10 units. (*b*) Elective requirements: five units selected in accordance with existing requirements from the regular list extended to include shop work, 1 unit, and plane trigonometry, ½ unit.

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III. That this faculty adopt the following as the engineering curriculum in the Junior Colleges: mathematics, eight majors, including college algebra, trigonometry, surveying, analytical geometry, calculus, analytical mechanics, and descriptive geometry; chemistry, two majors; physics, three majors; language, two majors, English composition; elective, three majors. Total, 18 majors.

Also drawing, four hours a week, and shop work, six hours a week for all students throughout both years. Students doing shop work to be exempt from gymnasium requirements with the exception of the physical examination.

This action of the Junior College Faculty has been approved by the Senate. In the Board of Trustees the subject has also received consideration, and action has been taken with reference to the technological work of the Junior College, as well as the more advanced work of the Senior College and the Graduate School. The following general propositions concerning the work have commended themselves to the Trustees, and on the basis of these propositions steps have been taken looking toward the early establishment of such a school.

1. The demand for instruction in the technological department is becoming more and more pressing on every side.

2. The University is offering today in the Junior Colleges all the work required for the first two years of the various technological courses except drawing and shop work.

3. Additional students to the number of 200 or more can be furnished instruction without extra cost beyond that covered by their fees.

4. The cost of educational equipment for Junior College work would be about $25,000, and for the necessary additional building $125,000.

5. The opportunity for developing technological work in the city of Chicago is confessedly a great one, perhaps the greatest in the country.

6. The related departments in pure science will be greatly benefited by the development of technological work side by side with them.

7. The land required for the buildings of the technological work has already been provided.

8. While the introductory work can be provided at an expense comparatively small, namely $150,000 (see above), the money required for the Senior College and graduate work would be about $3,000,000.

It is evident that the organization of a high-grade School of Technology in the various departments is a matter demanding a large expenditure of money and requiring effort which must cover a long period of time. There is an opportunity here in Chicago for a school which shall sustain a relation to technological schools already in existence like that of the graduate work in the University to the colleges. It is such a school that we have had in mind. It is understood that the school when established shall have two distinct characteristics: the first, already mentioned, will be found in the provision contemplated for graduate work as well as undergraduate work; the second will be the breadth of the course. It is believed that the engineer of the future should be a man of large attainments and broad culture; an expert in his particular profession, but at the same time a man of comprehensive training and wide sympathies. It is the feeling of many members of the engineering profession that the scope of instruction in the ordinary school of technology is far too narrow, and that in this respect a modification or enlargement of the ideals hitherto existing is desirable.

How soon the University will be able to carry out its plans is still a matter of conjecture; but it is commonly understood that the establishment of the technological work is the next important undertaking, and, if I am correctly informed, this is the urgent opinion of the faculties of the University as well as of the Board of Trustees.

THE PENSION SYSTEM.

One of the most important actions taken by the Trustees during the quarter has been the establishment of a committee to make investigation and to report to the Trustees upon the

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question of establishing a pension system for the University officers.

The action of the Trustees implied a strong belief that such a pension system was desirable. It remains for the committee to study the subject and to make recommendation of the principal plans which in their opinion seem to be most advantageous.

In the first ten years of its existence, the University of Chicago, in its relations with professors, has been concerned rather with obtaining and retaining men of marked usefulness than of determining what should be done when, in the inevitable course of human life, that usefulness was impaired. While, then, the matter has not been wholly unconsidered, there has seemed to be no pressing need of the immediate adoption of a general policy. But it is wise to be forehanded, and the celebration of our decennial may well be followed by the discussion of this important and interesting topic.

It is supposed that professors who have attained to permanent positions in a university have been put there because of their high competency. If in a given case this is not so, it is because the university has committed a mistake.

When, now, such a man, after years of service, reaches the point at which he is no longer as valuable as a younger man would be, what is the university to do?

It has its choice between three procedures, namely: (1) to continue him upon the pay which he has been earning during his years of full activity; or (2) retire him upon a part of his salary, with the honorable title of *emeritus;* or (3) to demand his resignation and stop his salary.

The first method is, in point of fact, the one which until recent years has generally been followed by the strongest and most important institutions. The last, probably often unwillingly, has been followed by those of lesser standing and more cramped finances. The first involves a financial waste to the university; though, from the point of view of its general effect upon the community, it is undoubtedly less wasteful than the last. For, no matter how commercial a view one may take of the office of a university, the news that it has discharged an old and formerly valued professor comes with a shock not only to those former students who are attached to him by ties of appreciation and gratitude, but to the community at large.

For some reason or other, it is felt that the services which such a professor has rendered entitle him to more consideration. Nor is the continuance of an income of some sort to be looked upon as a mere matter of charity. There is an underlying feeling that it is a matter of *justice.* On what does this rest? It rests upon the same feeling as in the case of retired officers of the army and navy. It is felt that they may have engaged in a service which, however high the incumbents may rise, never repays them largely in pecuniary ways; while, on the other hand, its very nature precludes the possibility, and even the propriety, of their devoting sufficient time and thought to business to make it possible for them so to invest their savings which at the utmost cannot exceed a few hundred dollars a year, that in their old age they will have the means of supporting themselves and their families in decency, even with the strictest economy. Every business man knows that training and concentration upon business interests are required to enable men to invest money wisely. The army officer, the navy officer, the professor, is wholly without this training. If he should take the time to get it, he would be severely criticised, since it is recognized that this is not his proper work. The statutes of one of our oldest universities contain this apposite restriction: "No officer of instruction shall be employed in any occupation which interferes with the thorough, efficient, and earnest performance of the duties of his office."

For this reason, recent years have seen a num-

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ber of our strongest universities establishing a regular system of retiring pensions, under which it lies within the power of the university to retire a man, at an established period, upon a part of his salary, without loss of dignity to himself or prestige to the university. Such systems exist today, for example, in Harvard University, Columbia University, Yale University, and Cornell University. Consideration must be given also to those cases in which men, because of overwork, lose at an earlier age the ability to perform the usual service required.

Such a system does not entail any considerable expense. The great majority of professors die in the harness, and long before the age at which the pension system would operate. The number of men that have received pensions in the institutions that have adopted the system is small. A glance at the recent catalogues of Harvard and Yale Universities show that in the last five years the average number of pensions given yearly in each institution in all the departments combined, has been five. These are figures for universities having very large faculties. It is worth noting that among the names of those receiving pensions in these institutions are some of the best-known names in American literature and science. And it is also noticeable that, in a number of these cases, the professorship itself has not been filled with a new incumbent during the lifetime of its former holder. The upper work has probably been distributed among the men next in rank, and a young man added at the bottom. In such a case the expense to the university is obviously less than if the pensioned man had been kept on at his full salary, which would seem to be the only alternative for any university that did not wish to adopt the third expedient of discharging the professor.

Thus far there has been suggested only the general effect of the pension system at the point where it is put into application. It has, however, a double usefulness of other kinds. In the first place, it enables every professor to do his work better, because he does it with a more tranquil mind. The thought of an undetermined future of privation, or even complete destitution, such as some well-known American professors in recent times have undergone, will sensibly lower the efficiency of work, which requires to be done with a tranquil and undivided mind. Again, the existence of a pension system strengthens in another way every university which has it. Men are more willing to accept positions in it from other universities which have it, and less willing to leave such institutions for those that do not have it. In a doubtful case, this one consideration alone might well be sufficient to turn the scale.

Finally, the effect of the adoption of a pension system upon the general character of our higher institutions of learning may well be considered. It is unquestionable that the prevailing low scale of salaries, and the fact that no professor, however brilliant his success, can hope to receive what a man of corresponding success might expect to earn, in business or in some of the other professions, has a tendency to deter young men of ability from considering seriously the profession of teaching. In proportion as security against serious want in old age is among the inducements offered by our universities, the attractiveness of the life will rise, and, with it, the quality of the ability supplied to it. We may draw a lesson from the country in which university education is most effective in its influence upon the national culture and character, namely, Germany. In that country the pension system is everywhere established in the universities, and operates not only for retiring professors, but also, for a limited period, for their families after their death. The system has undoubtedly had much to do with drawing men of ability into university life.

The trustees of the University have taken up the subject for investigation, and it is hoped that the result of their study may appear at an early date.

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HIGHER SALARIES.

In connection with the statement just presented in reference to pensions, I feel it to be my duty to call the attention of the Trustees and friends of the University to the importance of increasing certain grades of salaries. I refer to those of the Assistant Professor, the Associate Professor, and the Professor. The salaries of these positions are now fixed at $2,000, $2,500, and $3,000, respectively. These salaries, even at the time they were prescribed, were not in proportion to other salaries paid in the University, either, on the one hand, to Heads of Departments, or, on the other hand, to Associates and Instructors. It is desirable, and even necessary, that at the earliest possible date the salary of the Assistant Professor be made $2,500, that of the Associate Professor $3,000, and that of the regular Professor $3,500 or $4,000.

I appreciate the fact that during these ten years the rate of interest has declined, and that the investments which seven years ago produced 6 per cent. interest are now producing 4 per cent. interest; but, in spite of this discouraging fact, it remains true that the salaries referred to are sadly inadequate. It is unnecessary for me at this point to present statistics which shall show that the rate of living has increased, or to remind our friends that in these ten years new families have been established and old families have increased in number. Our younger men are the flower and fruit of the University. I am not asking for treatment that is generous, only for that which is just. With the establishment of the pension system and a better adjustment of salaries, the internal organization of the University will have taken on a much more satisfactory character.

THE WORK OF THE YOUNGER MEN.

In every large university there are two great classes of workers, between which there are indefinite gradations. The one combines in more or less equal degree instructional, administrative, and investigative abilities; the other, while perhaps not lacking in two of these, specially exemplifies the high development of one. The first class represents varied and balanced attainments; the other, unusual power in a special field. The one represents sacrifices in each of three fields to do something in all; the other represents sacrifices in two fields to do as much as possible in one. As representatives of the first class, I have in mind a number of men who are teachers of unusual power. Clear and vivacious in exposition, they nevertheless use exposition only as a secondary means. Their first endeavor is to awaken the student's own activities, to make him think for himself, and to do this under critical stimulus rather than through leading suggestions. The effort is not so much to draw out the student's mental action as to force it out; not so much to lead as to press the student into leadership; and above all things the effort is to rectify the student's mode of thought. He is dexterously driven forward amid the snares and pitfalls of fallacious thinking until he becomes skilled in discriminating the true from the false, and learns that there is no safety except in scrupulous adherence to the one and avoidance of the other.

To this peculiar power as teacher there is added the constant prosecution of research, not only as the foundation for the instruction, but as an inseparable part of it, and as an independent vocation as well. Their ability as investigators has been recognized at home and abroad by the higher public of expert scholarship; while the fuller exercise of this ability is only limited by devotion to educational work. In administration these men have combined the clearness and incisiveness of the teacher and investigator with promptness in decision and with vigor and fearlessness in execution.

The representatives I have thought of as belonging to the other class are not lacking in instructional and administrative ability, but their clear insight into the intricacies of a difficult field and their originality and ingenuity in advancing the solution of its outstanding problems are so conspicuous as to overshadow these and make them examples of the creative scholar.

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Whatever the growth of endowments, whatever the increase in buildings and equipment, it must always be literally true that a university is poor which cannot count upon the scholarship of its instructors. The University of Chicago has special cause for pride in the scholarly achievements of its younger and less famous instructors. In this brilliant corps of young investigators is to be found the chief wealth of the university today, and the true measure of its promise for the future. Their productivity in modern research and investigation forms the basis of a generous confidence that the inevitable increase in our benefactions will be well met in coming years by the increase in the fruits of science and letters. Not only do the authorities of this institution carefully watch the special work of each of these younger scholars, but they are peculiarly anxious to express their appreciation and pride in their successes. Without their high devotion to scholarship, often on inadequate salaries, this institution would have little of that repute of which alone an institution of learning ought to be most jealous. I wish to point out most emphatically that not one of these scholarly achievements has been unnoticed; in the several departments the work of the younger men has been watched by the Trustees with undisguised admiration and respect. The very abundance of results, the very ground for large congratulation, makes mention of any specific name gratuitous; but the brotherhood of scholars here and in other institutions has given unmistakable recognition to the contributions of these men.

SEPARATE INSTRUCTION IN THE JUNIOR COLLEGE.

When the trustees voted in October to approve the action of the Junior College Faculty recommended by the Senate, it was announced that at some future time a statement would be published explaining this action in some detail. This statement has been prepared, presented to a committee of the Trustees and by them ordered published. It will appear soon as a preprint from the President's decennial report. The following is an excerpt from this statement:

I. PROPOSITION BRIEFLY STATED.

The proposition briefly stated is as follows: To make provision in the development of Junior College work as far as possible for separate instruction for men and women, upon the basis of extending equal privileges to both sexes. The above wording, with the exception of the last clause, is the form in which the action was taken by the Junior College faculty and approved by the Senate. The last clause, viz., "upon the basis of equal privileges to both sexes," has always been assumed as a part of the proposition, for it would evidently be undesirable to give to either sex larger or higher privileges than to the other.

II. WHAT THE PROPOSITION DOES NOT INVOLVE.

1. It does not mean that one policy is contemplated for women and another for men. In the general discussion much has been said of the so-called "segregation of women." But nothing has been proposed concerning women that does not apply to men.

2. It does not mean that those who advocate the proposition desire to see the policy extended to any work outside of Junior College work. It is, of course, true that some have favored the proposition who would have voted for its adoption on a larger scale. Three important points are to be recognized in opposing the extension of the proposition outside of Junior College work: (*a*) the fact that women are being admitted in all leading institutions to the privilege of graduate and higher college work; (*b*) the fact that in Rush Medical College, which is practically a part of the University of Chicago, the classes of instruction have been opened to women, this action having been taken within eighteen months; and (*c*) the fact that it would be impossible, for financial reasons, to duplicate most of the courses of instruction in the Senior College and graduate work, although such a possibility might exist in the case of professional work. Those who disapprove the proposed movement as well as those who approve it should accept the statement of its advocates that it is not intended to extend the proposed separation to other classes than those which are announced as Junior College courses (required and elective).

3. It does not involve the institution of provision of separate sections where the circumstances do not seem to furnish sufficient warrant. There are circumstances under which instruction even in a Junior College subject would best be conducted as at present; for example, an elective Junior College course offered once a year and taken by twenty-five or thirty students will continue as before to be offered to men and women. Nor would such provision be made in cases where the use of extra equipment is too costly.

4. The proposition does not contemplate the organization of instruction for women after the fashion of the so-called annex. In such institutions much of the instruction is given by professors who have already performed a full professor's

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service for the University and for a smaller compensation proportionately do the work with women as an extra.

5. The plan does not involve two separate faculties, or any differences in the rules and regulations for the women as distinct from the men. The work as heretofore will be under one faculty at the head of which will be a single administrative officer, with assistant deans. The chief administrative officer of the Junior College will be as responsible for the work with the women as for the work with the men. Rules and regulations for both men and women will be made by the same faculty.

6. The proposition does not mean that the women of the Junior Colleges will be taught by instructors who are, for the most part or exclusively, women.

7. The plan does not involve any separation socially in exercises of a public nature other than that which at present exists. The policy of a separate Chapel service for women and for men has more than justified itself, but public lectures, except perhaps Division lectures, where given in the University, will be open alike to men and women.

8. The plan does not mean the establishment of artificial barriers to prevent men and women from every reasonable kind of association which is afforded by the opportunities of college life. At the same time it will not compel association.

9. The proposition does not involve any reflection upon the students who have lived in the University during the first ten years of its history, nor upon the plan of coeducation as adopted in other institutions.

10. The plan does not contemplate the separation of the younger women from the older in residence halls. This in time may prove to be a policy deserving of consideration, but it is not in any way involved in the proposition to make provision for separate instruction.

11. The plan does not involve the transfer of the present women's halls for the use of men, although a quadrangle for women may be built. The present women's halls will always be demanded and used for women who do not wish, for one reason or another, to identify themselves with the life in the Women's Quadrangle.

12. The plan does not carry with it deprivation, so far as either men or women are concerned, of any educational privilege now enjoyed, unless co-instruction be so regarded.

13. The proposition does not involve any radical or revolutionary action. The change will be so gradual that it will hardly be noticed, and when the proposition shall have come into full execution the difference will be much less striking than some have supposed.

III. WHAT THE PROPOSITION DOES INVOLVE.

1. It proposes an arrangement by which those courses of instruction in the Junior Colleges (elective or required) which are now given in several sections shall be offered, some exclusively for men and others exclusively for women.

2. It proposes an arrangement by which courses now repeated in successive quarters may be restricted during one quarter to women and during another quarter to men.

3. It proposes the continuation of the separation which has already taken place in Chapel Assembly, with possibly an extension in the matter of Division lectures.

4. It permits co-instruction in those courses offered to Junior College students for which the registration is not sufficiently large to warrant division on an economical basis; for example, at the present time, one-third of all the courses offered to Junior College students, roughly speaking, will be offered to men, one-third to women, and one-third open to both men and women.

5. It would mean that, as the numbers increase, the number of courses retained as co-instructional on grounds of economy would be diminished.

6. The plan makes necessary the provision of separate class-rooms and laboratories, just as now separate accommodations are arranged for work in physical culture.

7. The plan implies that officers of instruction who teach the Junior College courses shall divide their time with approximate equality between men and women.

8. The plan involves an acceptance of this policy as a factor in the organization of the work in every department, and in the selection of instructors for the special work of the Junior Colleges.

9. The proposition guarantees the freedom of women in the University to enjoy all the privileges of the University, and to take up residence in the proposed Women's Quadrangle or in the present Women's Halls at their pleasure.

10. The plan provides for the more thorough development of the House system, not only in the interest of those who are able to hold residence in University Halls, but also for those who prefer to live at home or with friends outside of the University Quadrangles; it being understood that for the latter there shall be provided study-rooms and luncheon-rooms in accordance with the policy already recommended by the Junior College faculty.

IV. THE PROPOSITION CONSIDERED IN ITS RELATION TO THE CHARTER OF THE UNIVERSITY.

The following letter, written by Mr. F. T. Gates, one of the University Trustees, presents this question in relation to the charter of the University:

OCTOBER 16, 1902.

Dr. William R. Harper, University of Chicago, Chicago, Ill.

DEAR DR. HARPER:

Replying to your esteemed favor of October 13: From May, 1888, to May, 1893, I was the corresponding secretary and executive officer of the American Baptist Education Society. I first met Mr. John D. Rockefeller in the winter of 1889. He had already been favorably considering for

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some time with you the question of the establishment of an institution of learning in Chicago. From my conversations with him I gathered that the sentiment in favor of such an institution throughout the Baptist denomination had not yet taken such definite shape, as to character, scope, and initial expenditure, as to justify present action on his part. I then suggested to him that the American Baptist Education Society invite a conference of a few representative Baptists in New York, and ask this conference to define the character and scope of an institution of learning in Chicago which would meet, in their opinion, the approval and active co-operation of the Baptists of the whole country. Mr. Rockefeller approved the suggestion. The Executive Committee of the American Baptist Education Society immediately adopted the suggestion, and instructed me to invite the following gentlemen to the proposed conference: President Andrews, then of Brown University; President Hovey, then of Newton Theological Seminary; President Weston of Crozer Theological Seminary; Rev. Dr. Elder, then of Albany, N. Y.; President Taylor of Vassar College; Rev. Henry L. Morehouse, of New York; Dr. W. R. Harper, then of Yale University; Dr. Samuel Duncan, then of Haverhill, Mass.; and Hon. Charles L. Colby, of New York.

At the same time the Executive Committee instructed me to send to each of the gentlemen named a series of printed questions to serve as a guide to the deliberations of the conference on the character and scope of the proposed institution.

The gentlemen invited duly met in the rooms of the American Baptist Home Mission Society in New York, and considered the questions submitted to them in their order. On most of the questions there was substantially unanimity of opinion; on the twelfth question there was some diversity of opinion. This question was as follows: "Should such an institution be coeducative?" referring to the institution which it was proposed to found at Chicago. This question admitted of a categorical answer, yes or no. The answer actually given was as follows: "The privileges of the institution should be extended to both sexes on equal terms." The committee avoided a categorical answer. In the discussion of this question it was conceded by all that an institution of learning located in the West, where coeducation was almost universal, should freely open its doors to women. It was pointed out, however, that certain subjects in the curriculum could better be studied by men and women apart; that the institution was likely to grow and expand in every direction, and in the course of its history would doubtless teach many subjects not equally adapted for men and women; and that it would be unwise so to phrase the reply to this question as to seem to commit the institution of necessity, at all times and under all circumstances, to common classes for the sexes. It was thought that the demand for the education of women would be sufficiently met if the institution admitted both sexes on equal terms, without requiring the institution to give instruction to both sexes in the same class-room. On this, all varieties of opinion in the committee finally united.

The findings of the committee were submitted to Mr. Rockefeller. He held them for a considerable time under advisement. Early in May, 1889, I met him by appointment in New York. It was just previous to the meeting of the American Baptist Education Society about to be held in Boston. The findings of the committee were written out under his own eye in the form of a series of resolutions to be submitted to the body. At the same time Mr. Rockefeller gave me his pledge for $600,000 toward the first million, with the verbal instructions to hold his pledge in escrow, and not to communicate its contents until the executive board of the Society, independently of the pledge, and without knowledge of the pledge, should adopt the resolutions. If the resolutions were adopted without change, then the pledge was to be submitted to the Board; if the resolutions were not adopted, the pledge was to be returned to him. The third resolution was as follows:

"*Resolved.* That the privileges of the institution be extended to persons of both sexes on equal terms."

The resolutions were all unanimously adopted, including the one recited above. This, then, fixed the character of the institution.

The Society immediately appealed to the public for the remaining $400,000 to complete the million dollars, which had been fixed by the conference in New York as the smallest sum on which the institution could probably begin. The resolutions defining the character, location, and scope of the institution, including the third resolution, were published and made the basis of the appeal for funds; they formed, in fact, an implied contract with every contributor. A year later, namely, in the spring of 1890, the necessary funds having been raised, the duty of drawing the charter was entrusted to Judge J. M. Bailey, then Chief Justice of the Supreme Court of the State of Illinois. Judge Bailey was instructed to draw the charter in such a way as to preserve all the permanent features of the resolutions, so as to carry out the implied contract with all the donors. Resolution third Judge Bailey adopted with as slight change as possible. The following is the language of the charter:

"The particular objects for which said corporation is formed are to provide, impart, and furnish opportunities for all departments of higher education to persons of both sexes on equal terms."

Thus was actually carried out the purpose of the conference, which was to require the institution to open its doors to men and women on equal terms, but to leave the institution *free* to impart instruction to both sexes in the same class-rooms, or apart, as circumstances might require.

* * * * * * *

Yours very truly,

(Signed) F. T. GATES.

THE UNIVERSITY PREACHERS.

During the Autumn Quarter the University has had as University Preachers;

Pres. W. D. Hyde of Bowdoin College, Brunswick, Me.
Rev. W. E. Griffis, D.D., of Ithaca, N. Y.
Rev. Edward Judson, D.D., of New York city.
Rev. H. W. Thomas, D.D., of Chicago.
Rev. N. D. Hillis, D.D., of Brooklyn, N. Y.

We shall have the privilege of having with us during the Winter Quarter:

Rev. Lyman Abbott, D.D., of Brooklyn, N. Y.
Rev. John Humpstone, D.D., of Brooklyn, N. Y.
Rev. Henry Van Dyke, D.D., of Princeton University, New Jersey.
Rev. S. J. McPherson, D.D., of Lawrenceville, N. J.
Rev. W. W. Fenn, D.D., of Harvard University.
Rev. E. Winchester Donald, D.D., of Boston, Mass.
Rev. W. S. Rainsford, D.D., of New York city.

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FINANCIAL STATISTICS.

The following tables are from the annual report of the auditor:

I. ASSETS OF THE UNIVERSITY JUNE 30, 1902.

Investments	$8,674,962.12
Buildings	2,812,032.60
Grounds	1,297,003.19
Real estate	984,375.17
Cash and current assets	490,164.02
Books	314,949.78
Scientific equipment	440,993.48
Furniture	66,804.54
Material and supplies	36,569.28
Printing office plant	10,521.77
Total	$15,128,375.95

II. ANALYSIS OF INVESTMENTS JUNE 30, 1902.

Real estate		$4,295,000.30
Fees	$3,398,450.30	
Chicago loans	703,050.	
Farm mortgages	193,500.	
Bonds		$4,024,846.68
Railway	2,573,020.13	
Street railway	144,763.75	
Elevated railway	221,837.80	
Miscellaneous	1,085,225.	
Stocks		310,427.09
Railway	119,275.	
Street railway	88,401.26	
Elevated railway	102,750.83	
Miscellaneous		44,688.05
Total		$8,674,962.12

III. TOTAL BUDGET RECEIPTS AND EXPENDITURES FOR THE SEVEN YEARS ENDING JUNE 30, 1902.

Year.	Receipts.	Expenditures.
1895–96	$589,898.40	$636,996.35
1896–97	694,918.33	692,329.07
1897–98	706,973.63	678,399.75
1898–99	723,083.01	719,923.52
1899–1900	740,954.93	747,186.62
1900–01	775,654.98	790,583.68
1901–02	977,828.33	944,348.26
Total	$5,209,311.61	$5,209,767.25

IV. BUDGET EXPENDITURES 1901–2 — ANALYSIS, PER CENT.

1. Paid for instruction	48.5
2. Paid for administration expense	8.7
3. Paid for general expense	7.8
4. Paid for building and grounds	9.8
5. Paid for fellowships and scholarships	7.8
6. Paid for printing and publications	5.4
7. Paid for departmental supplies and expense	4.1
8. Paid for books	2.8
9. Paid for scientific equipment	5.1
Total	100.0

V. BUDGET RECEIPTS FOR SEVEN YEARS ENDING JUNE 30, 1902 — ANALYSIS, PER CENT.

	95–96	96–97	97–98	98–99	99–00	00–01	01–02
From invested funds	29.6	35.3	34.7	29.1	28.0	27.5	26.4
From students	31.0	30.4	31.3	37.3	39.8	38.1	38.0
From special gift	29.7	28.9	28.3	27.7	26.9	29.0	31.9
From publication	2.3	2.9	3.2	2.6	2.6	3.1	2.3
From Theological Union	4.3	1.2	1.5	1.0	1.4	.4	.9
From miscellaneous	3.1	1.3	1.0	2.3	1.3	1.9	.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

VI. ENDOWMENT FUNDS, AVERAGE RATE PER CENT.

June 30, 1895	5.3
June 30, 1896	5.22
June 30, 1897	5.2
June 30, 1898	5.05
June 30, 1899	5.03
June 30, 1900	4.66
June 30, 1901	4.44
June 30, 1902	4.12

VII. TOTAL COST PER CAPITA OF STUDENTS ON BASIS OF THREE QUARTERS' RESIDENCE.

The University — Undergradate and Graduate	$340.73
Divinity School	281.72
The School of Education	324.59
Morgan Park Academy	241.51

GIFTS.

It is my privilege to announce on behalf of the University the receipt of several gifts:

1. During the quarter there have been added to the library of the University of Chicago, by gift, 498 volumes, distributed as follows: General library, 318 volumes; philosophy 2; pedagogy, 85; political economy, 14; history, 9; sociology, 4; comparative religion, 1; New Testament, 1; Greek, 1; Latin, 2; English, 7; mathematics, 1; astronomy — Yerkes, 18; geology, 9; zoölogy, 1; anatomy, 2; biology, 1; botany 6; church history, 5; commerce and administration, 1; bacteriology, 1; pathology, 3; music, 2; Law School, 1; Divinity, 3.

2. In addition to these volumes, it gives us pleasure to acknowledge the gift of forty-eight volumes of periodicals and books, presented to the University by Mr. Alonzo K. Parker; 66 volumes of government documents, presented to the

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University through the courtesy of Congressman James R. Mann; 64 volumes of English literature and history presented by Mrs. A. M. H. Ellis; 8 volumes of law books and history, presented by Mr. Julian W. Mack; 10 volumes of law books and history, presented by Mr. Julius Rosenthal; and 137 bound volumes of the *Gentleman's Magazine* from the years 1731 to 1775 and from 1777 to 1825, presented by Mrs. John J. Glessner.

3. The University has received from Lieutenant William E. De Sombre a gift of $20 to be used for the purchase of a silver medal to be awarded for excellence in target practice, and "marksman buttons" or other insignia to designate proficiency in gallery practice.

4. The University has received from Mr. D. Willis James, of New York city, the sum of $1,000 to be used as an extra fund in connection with the Barrows India Lectureship. These lectures are now being given in India by Rev. Charles Cuthbert Hall, president of the Union Theological Seminary.

5. The sum of $240 has been given by a friend of the University in California toward the fund for special scholarships.

6. The sum of $500 has been given for the improvement in the swimming tank.

7. For several years we have desired to build in the Hull Biological Court a fresh-water aquarium. The lowest bid upon the plans furnished by the landscape artists and the architect amounted to $6,000. I am glad to be able to say that this sum has been provided and that the proposed fresh-water pond will be constructed as early as possible in the coming year. This pond will be for the use of the botanical and zoölogical laboratories, and will have a general diameter of fifty feet. It will contain four compartments of varying depths and shore conditions. In these compartments there will be kept desirable aquatic plant and animal forms. Although the pond is to be artificial and under complete control, the margins are to be natural, and from it a surface brooklet will be led over various conditions of bottom to disappear beneath the building in the general drainage system. Complete arrangements are made in the plans so that all material in the pond can be secured easily; and under proposed conditions the pond should include a fair representation of fresh-water and aquatic life.

8. It is the custom of the Trustees, in the last week of December, to establish the budget for the year beginning July 1 next. So far as it is possible, the needs of the following year are considered in advance, but it not infrequently happens that emergencies arise and material or equipment is needed, for which no provision has been made. In view of this fact, the sum of $8,000 has been presented to the University to be used from time to time, in addition to the regular appropriations made in the budget for the purchase of scientific apparatus.

9. For some months the Buildings and Grounds Committee of the Trustees has studied the question of the permanent improvement of the grounds. Eminent artists have presented plans for such improvement. It is estimated that the total cost of providing proper soil for the growth of trees and for other expenditures necessary in completing the grounds of the central Quadrangles, namely, the space between Fifty-seventh and Fifty-ninth streets, and between Lexington and Ellis avenues, will be about $100,000. The Trustees have decided to adopt the policy of treating a portion of the grounds at a time and of making the treatment thorough and comprehensive. As a contribution toward the beginning of this work, the sum of $15,000 has been promised, to be used in that portion of the grounds which may be selected by the Trustees. It is expected that a similar or larger sum can be used advantageously for this purpose each year for the next five or six years.

10. It is perhaps true that no other need is felt more keenly at the University by the officers and students than that of books. The University has already spent nearly $500,000 in ten years, but this, after all, is a comparatively

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small sum to furnish the books needed for investigation and research in the several departments of a great university. About two years ago a special gift of $25,000 was received for the purchase of books in the Historical Department, the expenditure of this sum being extended over three consecutive years. In view of the very urgent appeal made by the representatives of the Biological Departments, viz., botany, zoölogy, anatomy, neurology and physiology, a friend of the University has consented to give the sum of $20,000 to be used for the purchase of books in these several departments during the coming year. With the additions made possible by this gift, these libraries will be greatly strengthened, and will perhaps be equal to the best libraries on the subjects in this country.

11. It has frequently been announced that additional space for lecture-rooms and laboratories was greatly needed, the congestion in Cobb Lecture Hall having become almost unbearable. Steps are being taken for the erection of a Woman's Quadrangle which shall include halls for living as well as gymnasium, club-house, and perhaps recitation halls. It is, however, the desire of the Trustees that sufficient time be taken for the study of these buildings to enable them to be made as nearly perfect as possible. Meanwhile, in order to meet the present difficulties of the situation, the sum of $50,000 has been contributed by a friend of the University for the erection of a provisional building which shall be used for class-room and gymnasium purposes for women. This building will include sixteen large and well-lighted class-rooms, three laboratories, a commons, reference library, gymnasium, and athletic field. It will be located on Lexington avenue directly south of the Quadrangle Club, and will be ready for occupancy February 1. When the permanent buildings just referred to have been erected, this building will still serve for a period of time as a convenient location for such subjects and departments as may not at at that time have secured permanent quarters.

12. In the time intervening since the last Quarterly Statement, made August 31, the University has received for purposes not to be mentioned still another gift of $100,000.

13. As has been publicly announced each year for several years, the University finds itself compelled to provide in advance for an annual deficit of from $200,000 to $250,000. The wisdom of capitalizing this deficit has often been suggested to friends of the University, and contributions have been made from time which are intended to meet these suggestions. But with the rapid growth of the University in many departments, and with the declining rate of interest, these contributions have done little more than keep the University in the position where it stood three or four years ago. The founder of the University has very generously come forward from year to year, and, after an examination of the proposed expenditures, indicated his willingness to provide the deficit. As in former years, so in this year. After a careful study by his representatives of the financial needs of the University, he has arranged to make provision for a deficit in the budget amounting to $226,000 for the year beginning July 1, 1903, As a matter of fact, by these arrangements the deficit, calculated on the basis of former years, has actually been reduced to $150,000, and it is a source of satisfaction to Mr. Rockefeller and his representatives that this reduction has been effected.

14. In addition to the gifts just mentioned, I am authorized to announce that the founder of the University has given to the University within four days his customary Christmas gift of $1,000,000 to be treated as an endowment fund.

Gifts actually paid in since July 1 amount to $790,041.

Gifts actually paid since September 1 (that is, since the last Convocation), amount to $373,613.

New gifts promised since the last Convocation amount to $1,436,760.

Total gifts actually paid in since 1889, $18,207,316.

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NEW APPOINTMENTS.

The following appointments have been made since September 1:

Willard C. Gore, to an Assistant Professorship of Psychology in the School of Education.

Adele Lackner, to an Assistantship in the School of Education.

Rose Phillips, to an Assistantship in the School of Education.

L. H. Livermore, to an Assistantship in Physical Culture.

F. H. Irons, to give instruction in the Laboratory School.

I take pleasure in reporting that the Board has been strengthened by the addition of a new Trustee. A vacancy had existed for many months, filled temporarily by the Secretary of the Board, and a suitable man to fill this vacancy had been sought. Since the last Convocation the fit man, it is believed, has been found in Mr. Frank J. Llewellyn, who has accepted an election as a Trustee.

During all the years in which we have been laying the foundations of the University, I have often wondered whether we have succeeded in placing the emphasis where it belongs. Have we kept our own minds and the public mind quite clear about the true meaning of our work? A university cannot exist without land and buildings and books and apparatus and endowment, but these are after all not a university. They are the necessary physical means which make a university possible. Have we always kept sufficiently in view the end which these means are intended to serve? Have we valued external growth at the expense of respect for the spiritual life which it sustains? I am not willing to concede that we have made this mistake, but perhaps we might wisely have done more to make the true scale of values conspicuous. The real work of the University is, first, to make all known truth more widely current; second, to increase the sum of knowledge in every possible field of research; and, third, to stimulate action in accordance with knowledge. While we rejoice in constant material growth, we cannot too often remind ourselves that the life of the University is not in its physical equipments, but in its students, its instructors, and its investigators. In no boastful spirit, but in due recognition of what is most important, I would congratulate patrons and friends and members of the University that the development of its proper life has been even more notable than its outward prosperity. The workers upon whom the worth of the University at last depends are doing their part to realize the ideal of a center of spiritual impulse.

THE LAW OF HEREDITY, AND ITS GOSPEL ALSO.[1]

By REV. NEWELL DWIGHT HILLIS, D.D.,
of Plymouth Church, Brooklyn, N. Y.

Text: "Visiting the sins of the fathers upon the children into the third and fourth generation, but showing mercy unto thousands of them that love me and keep my commandments."

Here is the law of heredity clearly, fully, and forcibly set forth. All this, too, hundreds of years before Christ, and thousands of years before science had discovered, much less stated, the hereditary principle. The gist of the argument is that personality can be handed forward, and that futurity is vulnerable at the point named childhood. There is no great man who did not receive his greatness from his father or mother. And if the father and mother stoop over the cradle, behind the parents stand innumerable shadowy forms, who have a part in the solemn ceremony of laying hands on the babe and ordaining the child to strength or beauty, and goodness. This law of heredity is so stated as to stir horror in bad men and quicken hope in good men. Let the generation that doeth evil beware! Its vices shall be visited upon the sons to the third and fourth generation. Let the generation that doeth well gather hope! Honesty, sobriety, shall be handed down unto thousands of gen-

[1] Convocation sermon at Kent Theater, Sunday afternoon, December 14, 1902.

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erations. Nature is on the side of virtue, and she makes the laws of heredity to stand about her as servants, to do her will. Witness the Hebrews, who came as strangers into a new land beside the Jordan, and gathered power and wealth until they drank up all the riches of the land. Nature is against a bad man, and she commands her laws to go before the transgressor, digging pitfalls for his feet and compassing his overthrow. Witness the weak faces in Constantinople, in Trivoli, in Naples. Indeed, science is throwing spadefuls of earth on the sins, just as the gravedigger throws the clods upon the coffin. By law, when the heavens are foul with death damp, the lightning is generated from the cloud, and the evil cures itself, furnishing its own flame to scourge away the danger. By law, the pestilence comes upon those camps, and huts that are given over to uncleanness and filth. By law, war, with its vultures, gathers about those cities that are proud, arrogant, luxurious, and vice-full. The evil man and the evil nation shall not live out half their days. The history of great men abounds with illustrations of this principle. The philosopher tells us that the first Webster had great strength, with strong intellect. His son Daniel Webster had great strength, with colossal intellect, but drank too much. His son had moderate strength, with erratic intellect. His son had a feeble body with a feeble mind; and in the next generation the race ran out through exhaustion. And could we talk with those old cities that have become heaps, as we sit down and talk with a familiar friend, they would one and all say to us: "We broke the law of heredity, and therefore we are dead." Nature never does betray the heart of him that loves her, but Nature keeps her books, and she never forgives one who betrays her. She counts the parental vices, and for weakness she returns weakness. She counts parental virtues, and for strength she gives strength. Only the vices, put out at compound interest, soon come to the end, and the race fails within three or four generations. But the virtues, put out at compound interest, increase and go down unto thousands of generations of them that love Nature and keep God's commandments.

THE FAMILY THE SPRING OF SOCIETY.

Consider the scope and sweep of the principle. The argument rests upon the family. The home is the fountain of fountains. The household is the spring of greatness. A good stock is a wide branching growth, that spreads. Every house is to be a schoolhouse of morals. Every father is to be an educator. The instruction is to be given, not occasionally, but incessantly. Children are to have their religion from their parents, as truly as they have their language, their politics, their temperament. The principles inculcated in childhood are to be the highways on which the young feet will journey forward. What the parents teach is to be confirmed and enforced by worthy example, illustrated in life, and illumined in the events of the kitchen and parlor and dining-room. The work in the field or factory or shop, to which the father leads the sons, is to partake of the nature of a school, and in earning one's livelihood the boy is to find the training ground where he practices the virtues. In addition to his profession every Hebrew child must be taught a trade, that in the event of financial reverses he may be able to fall back upon the trade of his hands. The family, therefore, becomes the glory of the Hebrew state, the institution out of which all others spring. No other nation has made so much of the hereditary principle. By that law the financial ability of Abraham, the richest man of his age, reappears in the wealth of the Rothschilds. By that law of heredity the beauty of Rebekah reappears in the loveliness of the Hebrew daughters. By that law Joseph's skill in statesmanship reappears in Benjamin Disraeli, and in innumerable other prime ministers. By that law the Celt continues what he was—mobile, full of deep feeling, quick to laughter, quick to tears. By that law the Swiss, after centuries of war and attack, keeps to the end his love of liberty and

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sturdy independence. By that law the English people today repeat the same great qualities that were in King Alfred and William the Conqueror. By that law the people of China are now what they were a thousand years ago, conservative, controlled by memory, blindly worshiping the past as if every faculty were atrophied save the faculty of recollection. By that law of heredity the United States are today what the fathers made us. In the olden time our fathers were barons, standing for greed, with whom might was often right, and who looked upon the people as servants to be spoiled. And that philosophy reappears in their sons, some of whom hold what the fathers held—that might makes right; that to the victor belongs the spoils. These views are manifest in municipal corruption in great cities, and in the brutal way in which the strong still oppress the weak. Many ancestral springs meet to make up the soul, just as ten thousand rills and rivulets unite to make the Mississippi, one stream sending in a pure flow of crystalline clearness, the next emptying in a muddy current; one carrying the yellow clay of Ohio, one bringing the red soil of Kentucky, another the blue tint of Kansas and the white limestone of the Dakotas. The analysis of the sedimentary deposit of the stream shows the nature of the ten thousand hills and valleys from which the springs have come. Not otherwise does the stream of power in the soul flow down from the ancestral hills. One ancestor lends honesty, and one purity; one lends the soundness of nerve and muscle that comes from obedience to God's laws; another impurity of blood and weakness of nerve or bone. All the ancestral streams unite to give the child its force, teachers and parents coming in simply to control the stream as it bears up the fleets, perchance of war, or of peace. Ye are the sons of the prophets, it is said of certain young men, visiting the intellect, the imagination, the conscience, the spirituality of the fathers down to thousands of generations of them that love me and keep my commandments.

THE LAW DEFINED.

What is this law that is placed at the forefront of Scripture, and made to be the very foundation of the Ten Commandments? God's world is one world, and the law that rules in the realm of matter rules not less in the realm of mind If we survey the nature and workings of the law of heredity in the physical realm, we shall understand how it influences the parent and child. In general, the principle of heredity is that law by which in the vegetable world each plant and shrub and tree multiplies after its own kind. Grapes never come from thorns, figs never come from thistles. No Tennyson ever grew up in a Fagin's den. This law decrees that there may be variation in size, but never in sort. Culture can make a small oak to be a large oak, but culture cannot change an oak into an apple. By this law, therefore, the racial peculiarities pass from generation to generation. The child of red parents is red, and the child of Chinese parents is yellow in tint, with almond-shaped eyes. By this law the characteristics are handed forward, both mental and physical. The Hebrew lawgiver is one of the three greatest intellects in history—Moses, Paul, Shakespeare—these three, no more. But Moses's mother was the greatest single individual of her era, being the only person who dared defy the commands of a king, and the mother's courage reappeared in her distinguished son. Samuel is the first of the judges, but the greatness that was in Samuel was first of all in his mother, Hannah. Solomon is the wisest of the teachers, and his father David is among the first of the world's great singers; nor was there a single passion or sin in Solomon that did not come down to him from his father, David. There are four generations of the Darwins who give themselves to physical science in the study of worms and seeds and roots and trees. In the realm of reform, sympathy is the striking characteristic in the Wilberforce family, and this quality manifests itself in one generation in sympathy for the black slave, and

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in another for the red slave, and in the next generation for the Englishman who is a slave to strong drink. In the Wesley family, the great hymn-writer of the church is Charles Wesley, but a hundred years after the father of John and Charles Wesley had died, his poem on the "Epic of Man's Soul" was discovered, in manuscript form, in an old library in Oxford, and lo! every note that we find in Charles Wesley's hymns we find in his father's poems; and all that is big in John Wesley's great reform was first of all in the father's and mother's singular devotion and genius. This law reappears in diverse forms. In our own country we see it working in the Adams family, the most distinguished family that America has produced in the realm of statesmanship. It is all traced back to a gifted woman, Abigail Adams. Our greatest metaphysician, thus far, is Jonathan Edwards, who stands for intellect, and our greatest moral philosopher, thus far, is Emerson, who stands for seven generations of clergymen. This law reappears in the overmastering influence of the clergymen. Although the preachers of the country have been only a handful in comparison with the millions, nevertheless the minister has either been the father or grandfather of the greatest orators — Henry Clay, Wendell Phillips, Henry Ward Beecher, with many others; of the greatest scientists from Agassiz down; of the most popular poets, like Lowell and Longfellow; while the clergy during the first hundred years of the republic, through their sons and grandsons, practically controlled the law and government of the country, through judges, legislators, and presidents. The most distinguished single family in England is the Arnold family, a family founded by a clergyman, just as the most distinguished family America has produced, the Field family, represents the sons and grandsons of the old clergyman in Stockbridge. New England's laws and institutions were from the Puritans, and slowly the Puritan spirit has journeyed forth, founding the Western Reserve, and the ordinance of 1789 was written by a Congregational minister of Ipswich, Mass. And then the New England spirit journeyed on into the West as far as Kansas, and finally came into collision with slavery and destroyed it. In the next century the United States is to be absolutely New Englandized. The ancestral leaven is working. The children of the Puritans are the best born, of the hardest bone, the most compact nerve, with brains that can work at high pressure action for more hours a day than any other kind of man this country has produced. The strongest survives. The weakest drop of blood and the softest atom of nerve and the spongy brain must go to the wall. The most powerful conquers, and the strongest will will overmaster the weakest will. But this law is not a harsh law; its working is beneficent; and the outlook is good, and only good.

THE LAW OF HEREDITY A LAW OF TENDERNESS AND MERCY.

Consider the mercy of this law of heredity. Superficial and ignorant men often declaim against it. Misunderstanding, they speak of heredity as a law of cruelty. The laws of nature are the habits of God. God does not have to stop and think for men. He organizes these thoughts into laws, these laws think for him. But if God is merciful, his law must be merciful. If there is one law of nature that can be shown to be harsh, unjust, or cruel, then God is harsh, unjust and cruel. Some men urge cruelty against the law of heredity, because it visits the vices of the fathers upon the children to the third and fourth generation. If a man in the third story of a house should empty red-hot coals down upon a little babe beneath, that man would be called a monster. What form of punishment would not be visited upon a parent who would thus burn his own child? But does not God visit the vices that scourge the spirit as red-hot coals never can the body, down upon the children to the third generation? Here is Jacob's duplicity and greed

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handed forward. By falsehood Jacob robs Esau of his heritage; then, later on, Jacob's ten sons coin little Joseph into gold, cashing him like a sight draft on the spot. The avarice that was in the gristle in Jacob the father is in the bone of Reuben and Simeon. Here is Mary Queen of Scots. She has all the sensuality and bigotry of the Guise family. Here is Catherine de Medici, daughter of a man skilled in the art of mixing poisons, and her son is Charles IX, who, seated in his window, lifts his rifle and fires the shot that brings down the Huguenot, the first signal for the massacre of St. Bartholomew. These illustrations are not exceptions. There is no bad man or woman who does not work some form of injury upon his or her children. But when the law is stated as fully as anyone can state it, and enforced by the strongest possible examples, is it, when interpreted, cruel, or kind? Let us not be superficial in our interpretation. A hundred years ago the Swiss soldiers went forth as hired servants of the courts of Paris and Rome and Constantinople. Caught in a maelstrom of vice, these young men went down in the maelstrom of passion. Many of them returned to Switzerland bringing frightful blood diseases with them. Physicians said that within three or four generations the Swiss people would be exterminated from the face of the earth. But the three generations have come and gone. A full century has passed by, and what is the result? Lo, the Swiss people are as healthy as any race in the world. How is it? By what law? By the law of heredity. And how did the law of heredity bring about health for sickness? By that law, Nature took the poison drops of blood and spewed them out of the system. She took the pure drops of blood and put them out at interest for the children. Nature took the weak and diseased atoms of muscle and nerve and spewed these out. She took the sound muscle and nerve and put them out at interest for the children. After three generations, Nature has gotten rid of the vices and sins of the fathers. What is the law of heredity? It is God's automatic device for seeing to it that parents cannot injure their children. It is his organized method of getting rid of the passions of the fathers. It represents the utmost of mercy, it stands for pity and not harshness, for gentleness and not cruelty. Give Nature half a chance, and she will spew out the sins of the fathers; but if the father will not give her the chance, then, by that law, she gets rid of him, and the family becomes extinct. But what about the wisdom of the Emerson family? What about music in the Bach family? What about the genius of Lyman Beecher, and what about the great New England families? Visiting intellect, statesmanship, music, eloquence—visiting the prayer, hope, love, righteousness of the fathers down unto thousands of generations of them that love me and keep my commandments. The physical law has become spiritual law, mental law, and moral law. For wild rice you have the rich wheat; for the wild thorn apple you have the Jonathan and pippin; for the wild rose, always single and pink, you have roses double and of every color. For the tiny horse, not larger than a sheep, with its split hoof, you have the Morgan horse or the Hambletonian. That explains why the race is growing taller, healthier, and handsomer. Aristotle is not the ruins of an Adam, but Adam is the seed and root of a late-blossoming and wide-branching Aristotle. How do we know that the race is growing taller, and handsomer, and healthier? Five hundred years ago the people of Europe wore armor. Lately all this armor has been measured, and a similar group of average men measured. The average man today cannot get the helmet of five hundred years ago over his head, nor can he crowd himself inside the armor for his shoulders, while he is four inches taller than he was five hundred years ago. This explains Spencer's outlook for the race. He tells us that Nature loves to mix her bloods, and in this new country, where all races are being mixed, there is to appear a new man, with the strength and beauty of a young god. The law of heredity will

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get rid of the vicious and passionful people, who are poor, and that law will get rid through luxury of the passionful and luxurious rich. And the God-fearing and law-abiding middle class will be left unimpeded by the burden of the one, or by the wealth of the other, to take up the great treasures of the country, with its wealth and its institutions, and carry them to heights of excellence hitherto undreamed of. God has sent in this angel of heredity and this promise given to the fathers for the children, to lend encouragement and hope. That which is occasional will become the rule. John Flaxman, one of the greatest sculptors of the world, reproducing the mood of his mother, who loved and studied works of art; John Ruskin, reproducing his father's passionate love of land and sea and sky, and his mother's passionate love of good literature— will not be the occasional exceptions, but will interpret events, the rule, the law divine, the promise of God to parents for their children. Never has a law been so misunderstood as the law of heredity. Never has a law been so imperfectly stated. So far as I know, there is not one single authority that has ever directly or indirectly called attention to the mercy of this law, while a thousand authors have emphasized its cruelty. But the time will come when the people will understand that this old statement, found in this Book of God, will be held to be the very last statement of science as to the mercy of that God who gets rid of the sins of the fathers in the third generation, and visits their virtues unto thousands of generations.

But the responsibility of the parent for the child reappears in the second great word of science, the law of environment and culture and training. The child is born a handful of seeds, a bough of unblossomed buds. The education and training determine the size of the growth that springs from the seed. And this law puts the parent under obligation to train the child. For the development of the body, gymnasiums are founded. For the training of the reason, schools are established and colleges are made strong. For the encouragement of the memory, books are written and libraries founded. For the training of the affections, homes are founded and friendships established. The church is the school of conscience, the university in which the spiritual faculty is developed. But the parent who leaves his child to the church and to the Sunday school has made his child a moral orphan. Rousseau sends his child to the asylum to be taken care of physically, and is despised for his neglect; and the day will come when parents who send their children to Sunday schools to be guided in the deepest things of the soul will be looked upon with abhorrence. Now and then a parent appears who declines the law. He is likened to that English deist who once called upon Coleridge and inveighed bitterly against the rigidity of instruction in Christian homes. "Consider," said he, "the helplessness of a potter's child. A molder stamps the hot iron with the desired image, and the iron is impotent for resistance. And how selfish is the parent who ruthlessly stamps his religious convictions upon the mind of the child. I shall prejudice my children," said the deist, "neither for Christianity nor for Buddhism, but allow them to wait for their mature years and let them choose for themselves." A little later, Coleridge led his friend into his garden and suddenly exclaimed: "The time was when, in April, I killed the young weeds and put my beds out to vegetables and fruits, but the black clods are so helpless that it seemed unfair. I have now decided to permit the garden to go on to August or September, and then allow it to decide for itself, and to choose between weeds and fruit. I am unwilling to prejudice the soil either toward thistles and cockleburrs, on the one hand, or toward roses and violets, on the other." In that hour the great Coleridge stated the genius of our theme—the obligation of parents for the religious training of their children. Let us confess, however, that there are some who disbelieve in family training and regular Bible instruction, and urge that systematic

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drill in the religious life destroys spontaniety; that habit and rule do away with freshness of feeling, and that he who insists on his child attending Sunday school or church, or studying the Bible regularly, will make the church unwelcome and the Bible distasteful; and that, in the revulsion therefrom, children will turn away from Christianity. But of all the superficial positions, that one is the most superficial. What if some parent should say to the college president: "I do not want you to insist upon my son attending the lectures regularly, or upon his studying his Latin, or German, or astronomy, or geology at stated intervals; I fear that regularity will destroy his interest, and prejudice him against the sciences." And what if the young teller in the bank, or the apprentice in the shop or factory, should say: "I do not wish to be required to appear every morning at eight o'clock. I would like to come to business when I feel like it; otherwise I fear that I will develop a distaste, and that the handling of money in the bank, or the working in the store or shop, will finally become revolting." As if great men who do great work ever work by any method save rule and system! Working to a rule, Nature lays in the tints of the rose, and paints the appleblossom. Working by rule, Nature makes the tints of the strawberry. By rule and law Nature changes coal dust into diamonds and clay into sapphires; by rule she covers the hills with rich glow of clustering fruit, and lends a spice and tang to peach and pear. In the creative realm, also, just in proportion as men have gone toward habit and method in the intellectual life, have they gone toward spontaneity of genius. The poet David is, by pre-eminence, the child of creative inspiration, but David says: "Morning and noon and night do I pray." It is system that feeds the springs of inspiration for the great singer. Those orators, too, who have been most famous for spontaneous eloquence—Webster, Wendell Phillips, Beecher, Gladstone—first gave long years to drilling themselves in voice, posture, gesture, and expression. Obeying the laws of language, and practicing the rules, the artists have their perfect style. Obeying the laws of color, the artists have their beauty. Obeying the laws of melody, the song has its sweetness. Nor does history show one great architect, sculptor, or scientist, who has attained excellence, who has not had his pre-eminence through long training, patient study and drill, and systematic habit and rule. No youth can hope to attain manhood or weight of Christian character who does not spend years in fashioning that character. The parent who sees to it that the lecture hall and library do something for the child's intellect, that the art school does something for his taste, is under even greater obligations to see to it that the whole man is drilled in systematic Christian living. He who does not provide for the culture of the conscience, through the long study of the message of the prophets from Moses to Isaiah and Malachi, and of the apostles from Matthew to Paul and John, and of the saints from Augustine to Savonarola, and Socrates and Dante, down to St. Francis of Assisi, and the hymns and prayers of the latest singers—such a parent sins against every law of man and God.

Believing, then, that wisdom is better than rubies, and that knowledge is more precious than fine gold, we affirm than the first of the knowledges is the knowledge of God, and of the Christian life that is taught by his Son Jesus Christ. We believe that the scholar is the favorite child of heaven and earth—that elect one upon whom God pours forth his most precious gifts. We believe that the highest form of scholarship is the knowledge of the art and science of right living. Other knowledges have to do with clods and stones and stars, but the Christian life has to do with God, his divine government, his all-loving providence. It concerns these great questions: What is conscience? Is duty or pleasure the basis of right? Is man free? Is law invariable? What is the rule of righteousness, pleasure, or self-sacrifice? Can a sin be forgiven? If so, who can forgive it? The man himself? Society?

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God? If so, on what ground can God forgive? Is the soul immortal? Shall we ever find our beloved dead? What is the rule of right, the law of life? Is the law of love the greatest law? And character the greatest form of wealth? And righteousness the rule of happiness? Ah, what questions are these! The parent who settles them, and settles them aright, has put his stamp, not upon wood that will rot, not upon iron that will rust, not into colors that will fade, but into minds and hearts that are immortal. He deals with the formation, guidance, and culture of childhood and youth, and with the establishment of youth in vital habits, hopes, and faiths. The historian tells us that when the Italian princess was defeated in battle, the victor claimed her child as a trophy of war. In the hour when the soldiers came to take away the child, the mother rushed from the house, tore her jewels from her, and emptied all her golden treasure at the child's feet. In the same hour that the brutal general would have slain the child that threatened his succession, the mother emptied her palace of all its treasures, to save the little one whom she loved more than life. Great is this word: "Take heed that ye offend not nor neglect one of my little ones." It is not given us through hand or voice to reach forward and touch far-off generations, but there is one door that opens into the long future — that door named childhood. Happy the civilization that has made the family to be the spring of promise; that makes the home beautiful for its children; that makes schools and colleges strong to enrich the mind, and founds galleries for the imagination. But, above all, happy the state whose parents feel the obligation for the religious life of the children, and ply them with every possible influence that makes for weight of character and personal manhood! Grateful for what the fathers have lent us, of law, of learning, of liberty, our chief debt is for what they have done for us through the development of instrumentalities to enrich childhood; and should an age ever come when we neglect the training of our youth, and cease to ply them with the great truths of God and Christ, of sin and redemption, of conscience and immortality, an immense loss will befall our American people. Liberty will depart from the legislative hall, eloquence will depart from our forum, the light will fade from the library and the chapel, the glory will leave our learning and our laws. We can record no higher prayer than that the spirit of the fathers, which led them to rise up early and sit up late for the rehearsing of the truth of God in the presence of youth, may be our spirit and heritage also. May goodness like theirs glorify all our churches! May wisdom like theirs descend upon our intellect! May inspiration like theirs fall upon our imagination and our conscience! May heaven drop all its charmed gifts upon our children and our children's children, until all young feet run swiftly along those highways that lead to happiness and peace, and bring society unto the city of God!

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THE UNIVERSITY OF CHICAGO.

The **Law School** of the University will be opened October 1, 1902. The standard of requirements has been so arranged as to make the school practically a graduate school. One year may be saved by the student in the combined work of the college and the Law School under a plan which admits to the professional courses in law those who have completed three years of college work, the bachelor's degree being conferred at the end of the first year of the professional course.

The **Medical School** work is done in co-operation with Rush Medical College, the courses of the first and second years being taken at the University. The work of the Senior College (third and fourth years) at the University is elective, with the exception of three Majors (one quarter's work) of philosophy and history, required for the degree of Bachelor of Science, or six Majors of similar work required for the degree of Bachelor of Arts or Bachelor of Philosophy. The student may elect for the last two years of his course for the bachelor's degree, work in the sciences fundamental to medicine, which covers the work of the first two years of the medical curriculum. Thus, the bachelor's degree and the degree of Doctor of Medicine may be secured in from six years to six years and a half.

The **Divinity School** permits Graduate and Senior College students to register in all its departments. In the fourth year of college work a student may elect a large part of his work from the curriculum of the Divinity School. The courses thus elected will be counted in credit for the degree of Bachelor of Arts and also for the degree of Bachelor of Divinity.

The **School of Education,** organized primarily to train teachers for elementary and secondary school work, offers graduate courses in many departments.

The **College of Commerce and Administration** offers courses specially adapted to students who plan to enter upon careers in banking, insurance, railway administration, journalism, or general business.

The University gives credit for undergraduate work successfully taken in other institutions of similar grade.

All communications should be addressed to

THE UNIVERSITY OF CHICAGO,
CHICAGO, ILLINOIS.

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THE UNIVERSITY RECORD

OF

THE UNIVERSITY OF CHICAGO

FOUNDED BY JOHN D. ROCKEFELLER

Vol. VII JANUARY, 1903 No. 9

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VOLUME VII NUMBER 9

UNIVERSITY RECORD

JANUARY, 1903

REPORT OF THE LIBRARY COMMISSION.[1]

In accordance with the request of the Congregation made June 16, 1902, the Board of Trustees, by action taken June 24, appointed as a Joint Commission on Library Building and Policy the following persons: Messrs. Martin A. Ryerson, Franklin MacVeagh, F. A. Smith, W. R. Harper, F. I. Carpenter, J. M. Coulter, A. W. Small, H. P. Judson, W. G. Hale, and E. D. Burton.

This Commission made a careful study of the past growth of the several departments of the University with a view to forming a judgment respecting their relative space requirements, both for books and for students; and also of the growth of the several departmental libraries and the General Library, comparing these results with the reports of the libraries of several of the other leading universities of the country, with a view to determining approximately the probable rate of the future growth of the libraries.

The result of these studies was to convince the Commission that it was practicable to devise a plan by which all the libraries of what have usually been called the "humanities" groups might be placed in departmental buildings, and at the same time brought into such relation to the General Library Building as to accomplish nearly all the good results which could be achieved by placing departmental libraries in the General Library Building.

Plans embodying this general idea were submitted to Shepley, Rutan, and Coolidge, and Mr. Coolidge went carefully over them with the Commission to determine their feasibility from an architectural point of view. Mr. Coolidge having expressed the judgment that the plans were not only feasible, but the best that had been proposed, and the most practicable so far as could be seen now, the Commission at a meeting held August 12, 1902, adopted the following recommendations to the Board of Trustees:

1. That, with a view to securing, as far as possible, the advantages both of location of departmental libraries in departmental buildings, and of placing such libraries in the General Library Building, the departmental libraries of the following groups of departments and schools, viz., (1) Philosophy, (2) History and the Social Sciences, (3) Classics, (4) Modern Languages, (5) Oriental Languages, (6) the Divinity School, (7) the Law School, be located in the buildings of these several groups and schools, but so connected with the General Library as to make communication between these several libraries as easy as possible.

2. And in particular, that the sites indicated for the several buildings on the plan submitted by Shepley, Rutan, and Coolidge be assigned to those buildings, viz.:

To the General Library Building, a space approximately 216 feet by 90 feet, extending 108 feet east and west of the center of the south line

[1] Report to the Congregation of the University of Chicago of the Library Commission created by the Board of Trustees in accordance with the action of the Congregation, June 16, 1902, and presented to and approved by the Congregation, August 28, 1902. The Recommendations to the Board of Trustees embodied in this report were approved by that Board September 16, 1902.

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of the main Quadrangle and 90 feet north of this line.

To the Modern Language Building, a space approximately 152 feet directly west of the General Library Building by 80 feet from north to south at its eastern end and 60 feet at its western end.

To the Classical Building, a space approximately 60 feet by 115 feet at the southwest corner of the Quadrangle, viz., 20 feet west of the Modern Language Building, and south of the already existing Dormitories on the west side of the Quadrangle.

To the Building of the Historical and Social Sciences, a space approximately 168 feet directly east of the General Library Building, by 80 feet from north to south at its western end and 60 feet at its eastern end; leaving a space of 20 feet between this building and Nancy Foster Hall.

To the Law Building, a space approximately 170 feet from north to south, beginning 20 feet north of the Historical Building, and 216 feet directly east of Haskell Museum.

To the Divinity Buildings a T-shaped space approximately 180 feet from east to west and 125 feet from north to south, 20 feet north of Haskell Museum and 85 feet east of Cobb Hall.

To Philosophy, the necessary amount of the space north of the site of the Law Building and west of Walker Museum, the remainder of this space being reserved for the extension of the Museum.

3. That the several buildings when erected be connected by bridges substantially as indicated on the plan.

4. That in each of these buildings, to be hereafter erected, there be provided, in addition to lecture rooms, seminary rooms, offices, etc., a library for the use of the graduate and Senior College students working in these several groups of departments, with reasonable provision for the prospective growth of these departments.

5. That the departmental libraries of each group consist of so many of those books desired by the several departments for the use of graduate and Senior College students as the space which can be allotted for the departmental library will permit, it being understood that other books belonging to the departments in question will be placed in the General Library Building.

6. That reasonable stack facilities be provided for each departmental library, either in the departmental building or in an adjacent portion of the General Library; in either case such stack to be subject to the same departmental control as the library in the departmental building.

7. That a large reading-room be provided in the General Library Building.

8. That a catalogue of the departmental library of each group be provided in the library room of the group, and that the General Library contain, accessible to readers, a catalogue of all books in the General Library and the several departmental libraries.

9. That such communication be established between the several departmental libraries above-named and the General Library that transfer of books from any one of these libraries to any other may be made with the greatest possible facility, as nearly as possible as if they were all located in one building.

10. That, subject to the regulations of the departmental libraries, and to such regulations as the Library Board may approve, it shall be the privilege of students and instructors to bring together, from the several libraries above named, books which they may need to use together, either to the General Library or to that departmental library in which they are working.

11. That the Library Board be instructed to appoint a committee on Library Building, which shall make a deliberate and detailed study of the problem of the General Library building, and make recommendations to the Library Board, and through this board to the Board of Trustees, concerning plans for the General Library building, and concerning its relation to the departmental libraries.

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12. That, pending the erection of a General Library building, the Library Board be instructed to present to the Board of Trustees a plan for accomplishing the end aimed at in Recommendations 9 and 10, including the preparation of the catalogue described in Recommendation 8.

At a previous meeting of the Commission it had been voted to approve the placing of the departmental libraries of Chemistry, Physics, Geology, and the Biological Sciences in the departmental buildings of these departments, it being understood that these departments may place such books as they desire in the General Library building. The Commission also expressed its judgment that the Library of Mathematics, and that of Astronomy so far as it exists on the main Quadrangle, should be associated with the Library of Physics, it being expected that a building for Mathematics and Astronomy will at some time be erected near the Ryerson Physical Laboratory. These actions of the Commission were presupposed in the above recommendations, and in effect added to them.

The plans recommended in the foregoing report provide for the General Library a building which, in addition to ample corridors, stairs, and elevators, will yield approximately 18,000 square feet of floor space for administration and kindred purposes, 18,000 square feet of floor for reading-rooms, and 100,000 square feet of stack floors, stories 7½ feet high. Such a building would store, in easily accessible stacks, from 1,500,000 to 1,750,000 books, and provide from 700 to 1,000 desks for readers. This provides for the growth of the General Library and the libraries of the Humanities Groups (not including Mathematics), for from 75 to 110 years, if that growth should continue at the rate averaged in the first five years of the history of the University; and this without making allowance for the capacity of the libraries of the departmental buildings. The rate assumed, 16,000 per year, exceeds the current annual growth of Harvard, Cornell, Yale, Johns Hopkins, and, so far as is known to the Commission, that of any other American university, with the probable exception of Columbia,[1] whose annual growth of 19,000 volumes includes the Sciences and Mathematics, these being in our plan provided for outside the General Library and the group of buildings now under consideration.

These plans further provide for a building for each of the following groups and schools, viz.: Philosophy, History and the Social Sciences, Classics, Modern Languages, Oriental Languages (Haskell), the Divinity School, and the Law School, which, in addition to the lecture-rooms, class-rooms, seminar rooms, studies, offices, etc., which the rate of growth of these groups and schools in the past (the estimate was made on the basis of the growth of the years 1895–1901) indicates will be needed to provide for their future development, will in each case contain a library for the group or school occupying it. Provision is also made for a museum in each of the following buildings, viz.: Classics, Modern Languages, and History. The areas of these several libraries, as laid out in the provisional plans drawn by the architect to test the feasibility of the general scheme, are adjusted to the probable demands of the future as indicated by the statistics of the past growth of the departments and schools now in existence. The number of students provided for, assuming that not more than two-thirds of the students in any group of school will be in the library room at any given hour, is as follows: Philosophy and Pedagogy, 190; History and the Social Sciences, 315; Classics, 150; Modern Languages, 490; Oriental Languages, 60 to 100; a total for these departments of about 1,200 to 1,250. These figures are based upon a generous allowance of space for each reader. If the space in the Law Building, which provides for 1,000 students, and that which is contemplated for the Divinity Building, for approximately 450 students, be added, it will be seen that the proposed

[1] The University of Pennsylvania is perhaps also an exception.

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group of buildings in the south half of the main Quadrangle provides, outside the General Library Building, Walker, and Cobb, for nearly 2,700 students in residence in any given term or quarter. The provision for Mathematics and the Sciences in the north half of the Quadrangle, and for Junior College students outside the main Quadrangle, is additional to this. If the actual seating capacity of the Libraries of Philosophy, History, Classics, Modern Languages and Oriental Languages, viz.: two-thirds of the figures given above for these groups, be added to the capacity of the General Library, as already stated, it will be seen that these libraries will provide desks for 1,500 to 1,800 students at work at a given moment. To these figures the Law and Divinity Buildings will add perhaps 1,300 desks. The book capacity of the departmental libraries proposed for the south half of the Quadrangle would be approximately 100,000 volumes exclusive of the libraries of Law and Divinity. These would perhaps add nearly as many more.

Respectfully submitted,
On behalf of the Commission,
ERNEST D. BURTON,
Chairman.
F. I. CARPENTER,
Secretary.

August 28, 1902.

LIBRARY REPORT.

July 1, 1902–December 31, 1902.

During the half-year ending December 31, 1902, there has been added to the library of the University a total number of 9,785 volumes, from the following sources:

Books added by purchase, 7,923 volumes, distributed as follows:

General Library, 135 vols.; Philosophy, 59 vols.; Pedagogy, 58 vols.; Political Economy, 99 vols.; Political Science, 45 vols.; History, 1,748 vols.; Classical Archæology, 17 vols.; Sociology, 117 vols.; Sociology (Divinity), 59 vols.; Anthropology, 51 vols.; Comparative Religion, 86 vols.; Semitic, 273 vols.; New Testament, 15 vols.; Sanskrit and Comparative Philology, 82 vols.; Greek, 51 vols.; Latin, 15 vols.; Latin and Greek, 37 vols.; Romance, 81 vols.; German, 73 vols.; English, 547 vols.; Mathematics, 39 vols.; Astronomy (Ryerson), 14 vols.; Astronomy (Yerkes), 12 vols.; Chemistry, 28 vols.; Physics, 47 vols.; Geology, 16 vols.; Zoölogy, 49 vols.; Anatomy, 30 vols.; Neurology, 13 vols.; Physiology, 5 vols.; Physiological Chemistry, 61 vols.; Biology, 2 vols.; Botany, 70 vols.; Church History, 21 vols.; Systematic Theology, 30 vols.; Homiletics, 9 vols.; Morgan Park Academy, 118 vols.; Commerce and Administration, 30 vols.; Bacteriology, 5 vols.; Pathology, 11 vols.; Music, 2 vols.; Physical Culture, 33 vols.; Law School, 3,428 vols.; Swedish Theological Seminary, 74 vols.; Japanese, 6 vols.; Literature in English, 22 vols.; Semitic and New Testament, 6 vols.; Semitic, New Testament, Homiletics, and Church History, 1 vol.; Botany and Zoölogy, 37 vols.; Political Economy and Sociology, 7 vols.; School of Education, 49 vols.

Books added by gift, 1,322 volumes, distributed as follows:

General Library, 909 vols.; Philosophy, 2 vols.; Pedagogy, 167 vols.; Political Economy, 19 vols.; Political Science, 1 vol.; History, 10 vols.; Classical Archæology, 1 vol.; Sociology, 6 vols.; Anthropology, 3 vols.; Comparative Religion, 2 vols.; Semitic, 1 vol.; New Testament, 1 vol.; Greek, 1 vol.; Latin, 2 vols.; Romance, 3 vols.; English, 15 vols.; Mathematics, 2 vols.; Astronomy (Ryerson), 4 vols.; Astronomy (Yerkes), 34 vols.; Physics, 1 vol.; Geology, 12 vols.; Zoölogy, 3 vols.; Anatomy, 2 vols.; Neurology, 1 vol.; Biology, 2 vols.; Botany, 10 vols.; Church History, 7 vols.; Commerce and Administration, 1 vol.; Bacteriology, 1 vol.; Pathology, 4 vols.; Music, 2 vols.; Embryology, 1 vol.; Law School, 89 vols.; Divinity, 3 vols.

Books added by exchange for University publications, 540 volumes, distributed as follows:

General Library, 229 vols.; Philosophy, 2 vols.; Pedagogy, 12 vols.; Political Economy, 89 vols.;

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History, 6 vols.; Sociology, 29 vols.; Sociology (Divinity), 2 vols.; Anthropology, 3 vols.; Comparative Religion, 3 vols.; Semitic, 20 vols.; New Testament, 25 vols.; Sanskrit and Comparative Philology, 1 vol.; Astronomy (Ryerson), 1 vol.; Astronomy (Yerkes), 27 vols.; Physics, 1 vol.; Geology, 5 vols.; Biology, 13 vols.; Church History, 26 vols.; Systematic Theology, 11 vols.; Homiletics, 26 vols.; Commerce and Administration, 1 vol.; Music, 1 vol.; Law School, 2 vols.; Semitic and New Testament, 3 vols.; Divinity, 2 vols.

SPECIAL GIFTS.
July–December, 1902, Inclusive.

U. S. Government, Documents, 108 vols.; New York Prison Association, Reports, 9 vols.; City of Buffalo, Reports, 6 vols.; City of New York, Reports, 14 vols.; City of Liège, Reports, 5 vols.; City of Florence, Reports, 30 vols.; City of Philadelphia, Reports, 15 vols.; Society of the Army of the Potomac, Reports, 11 vols.; F. I. Carpenter, English Literature, 8 vols.; Peace Association of Friends, Reports, 14 vols.; Massachusetts State Library, Boston City Directory, 42 vols.; Belgian Antarctic Expedition, Reports, 12 vols.; Illinois Laws, 19 vols.; Illinois Reports to General Assembly, 49 vols.; Hon. James R. Mann, Reports of U. S. Industrial Commission, 10 vols.; State of Alabama, Journals, 8 vols.; State of Wyoming, Documents, 22 vols.; National Christian Association, Free Masonry, 7 vols.; Australasia, Convention Debates, 5 vols.; Julius Rosenthal, Law of History, 10 vols.; Mrs. A. M. H. Ellis, History and English Literature, 64 vols.; A. K. Parker, Periodicals and Miscellany, 48 vols.; Maryland Geological Survey, Reports, 6 vols.; Julian W. Mack, Law and History, 8 vols.; Mrs. J. J. Glessner, *Gentleman's Magazine*, 137 vols.

THE WOMAN'S UNION
OF THE UNIVERSITY OF CHICAGO.

The object of this organization is to unite the women of the University for the promotion of their common interests. All women connected with the University are eligible to membership, and are cordially invited to join and share in this effort to meet some of the social needs which exist, and to further a spirit of friendliness among the women of the University. The membership fee is fifty cents a quarter, or one dollar a year. The rooms of the Union are at the corner of Fixty-seventh street and Lexington avenue. The special accommodations are a reading-room, a rest-room, and a lunch-room, where refreshments may be obtained at a low price. A woman custodian is in constant attendance. Special receptions and entertainments are held from time to time, and music is frequently furnished during the lunch hours. The rooms are reserved for the use of members under the following rules:

1. For admission to the rooms, membership tickets must be presented.
2. The rooms of the Union will be open from 8 A. M. until 6 P. M. for *the use of members only.*
3. Quiet must be maintained in the rest-room.
4. The reading-room must be reserved for its specific purposes and not used as a lunch-room.
5. The piano may be used only under the direction of the Music Committee.
6. The rooms will be kept open in the evening upon the request of ten members. Such request must be sent to the chairman of the House Committee at least three days before the desired evening.
7. The use of the rooms will be granted to other University organizations for use in the evening, provided three members of such organization are also members of the Union. Requests for the use of the rooms under these conditions must be made to the chairman of the House Committee one week in advance of the desired date.
8. Persons who are eligible to membership in the Union, but have not joined, may be invited to the rooms of the Union once each quarter, on a day other than the regular reception day. Persons who are not eligible may be invited at any time, including the regular reception. In all cases the names of guests must be registered in the book provided for the purpose.

The second annual meeting was held on Wednesday, January 14, 1903. The following were elected officers for the year 1903:

President—Miss Marion Talbot.
Vice-President—Miss Clara Comstock.
Secretary—Miss Mildred Richardson.

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Treasurer—Miss Ruth Hardy.

Chairman of House Committee—Miss Gertrude Dudley.

Chairman of Membership Committee—Miss S. P. Breckinridge.

Chairman of Hospitality Committee—Miss Flora B. Weil.

Chairman of Finance Committee—Miss Isabelle Webster.

Chairman of Philanthropy Committee—Miss Frances Taussig.

Chairman of Music Committee—Mrs. Richard Green Moulton.

Chairman of Lunch-Room Committee—Mrs. Carl Kinsley.

The chairman of the House Committee, Miss Gertrude Dudley, gave an informal report on the methods followed in caring for the rooms and property of the Union. Miss G. L. Chamberlin described quite fully the work and plans of the Entertainment Committee, which had carried on through the year a series of weekly entertainments of a wide range of variety, but all characterized by a distinctly social spirit. Other reports were given as follows:

The Secretary submitted the following report:

Although we have come together once every quarter since our organization to hear various reports and to discuss matters vital to the Union, yet this annual meeting affords the only opportunity to look over the work of the year as a whole.

The work of the Union is carried on chiefly by committees organized under chairmen. The chairmen of the various committees, together with the President, Vice-President, Treasurer, and Secretary, meet as a council which transacts the general business of the Union. During the past year there have been twelve council meetings. The exact work accomplished will be presented in the reports of the several committees. The following changes in officers have occurred during the year: The list of officers a year ago was as follows:

Miss Marion Talbot, President.

Mrs. Henry Rand Hatfield, Vice-President.

Miss Mildred Richardson, Secretary.

Miss Ruth Hardy, Treasurer.

Miss Gertrude Dudley, Chairman of House Committee.

Mrs. Warner Fite, Chairman of Committee on Finance.

Miss Isabel Baker, Chairman of Committee on Membership.

Miss M. E. Freeman, Chairman of Committee on Hospitality.

Mrs. George C. Howland, Chairman of Committee on Entertainment.

Miss Mary C. Lincoln, Chairman of Committee on Philanthropy.

Miss Susan W. Peabody, Chairman of Committee on Lunch-Room.

Changes in the Hospitality Committee: On January 27, 1902, Miss Freeman, chairman, resigned and Miss Culton was elected. April 10, Miss Culton's resignation was accepted and Miss Flora B. Weil was elected.

Changes in officers of the Committee on Philanthropy: January 27, Miss Mary C. Lincoln's resignation was accepted and Mrs. H. H. Donaldson was elected to fill her office. Mrs. Donaldson's resignation was accepted April 10 and Miss Laura L. Colman was elected chairman.

There has been but one change in the Committee on Membership. Miss Isabel Baker resigned and Miss S. P. Breckinridge was elected April 30.

The Vice-President, Mrs. Henry Rand Hatfield's resignation was accepted April 10, and Miss Clara Comstock was elected to fill the vacant office May 26.

May 26, Miss Peabody, chairman of the Lunch-Room Committee, resigned, and Mrs. Carl Kinsley was elected.

The changes in officers of the Committee on Entertainment are as follows: Mrs. George C. Howland resigned February 25, and Mrs. Charles Zueblin was elected. Upon her resignation, June 20, Miss Chamberlin was elected.

The officers at present are:

Miss Marion Talbot, President.

Miss Comstock, Vice-President,

Miss Mildred Richardson, Secretary.

Miss Ruth Hardy, Treasurer.

Miss Gertrude Dudley, chairman of the House Committee.

Miss S. P. Breckinridge, chairman of the Committee on Membership.

Miss Chamberlin, chairman of the Committee on Entertainment.

Miss Flora Weil, chairman of the Committee on Hospitality.

Mrs. Warner Fite, chairman of the Committee on Finance.

Miss Laura Colman, chairman of the Committee on Philanthropy.

Mrs. Carl Kinsley, chairman of the Committee on the Lunch-Room.

Just a few words in conclusion, to aid you in appreciating the reports to be given.

Since the first day the Union rooms were opened until today you have never been disappointed when you have come here to rest, to study, or to read. The rooms are always in order, warm, and lighted; and I am sure you have all felt, as I, a sense of comfort on opening the doors. Keeping the rooms in order is no slight task, but it has been attended to regularly. Then, again, the magazines have never failed.

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I believe, a year ago, I heard murmurs of: "I wonder how long these will last." They have lasted, and indeed the number has increased.

But besides heat, light, reading matter and such material comforts there is something else the Union has given us all, and I am sure you will all agree with me. It has given us sympathy for one another and has brought us closer together. Nor by "us" do I mean the girls who have always known each other, but the members of the Union, friends and strangers alike. And now I would ask you to let this great sympathy which binds us all together be uppermost in your mind as you hear the reports of the various committees, the work that has been accomplished, and the great responsibilities which have been shouldered.

MILDRED RICHARDSON,
Secretary.

THE WOMAN'S UNION OF THE UNIVERSITY OF CHICAGO, IN ACCOUNT WITH RUTH HARDY, TREASURER.

DR.

To cash paid for furnishing	$ 11.20
To cash paid for piano	68.50
To cash paid for postage, Secretary's books, etc.	26.61
To cash paid for magazines, stamps, newspapers	20.68
To cash paid for printing	66.80
To cash paid to custodian	341.00
Expense of social meetings	67.20
Gifts expended as specified	9.00
Total	$610.99

CR.

Dues	$453.50
Gifts	37.00
Christian Church for use of piano	7.00
Lunch-room committee for share of custodian's salary	143.44
Lunch-room balance	67.73
Receipts	$708.67
Expenses	610.99
Balance	$ 97.68

The Committee on Membership submitted the following report concerning the membership:

	Annual	Quarterly	Total
Winter Quarter, 1902	180	66	246
Spring Quarter	217	56	278
Summer Quarter	229	33	262
Autumn Quarter	339	41	380

Attention is called to the fact that, while the quarterly membership has fluctuated with change of condition and of University membership, there has been a steady growth in the number of annual members. In this fact may be seen another evidence that the Union has met a real need, or perhaps many real and consciously felt needs, in the life of the women of the University, and has amply justified its existence.

S. P. BRECKINRIDGE,
Chairman.

The Lunch-Room Committee reported as follows:

	Receipts.	Expenditures	Cash on Hand at end of month.
January	$26.17	$25.51	$ 0.66
February	76.76	66.59	10.83
March	57.17	61.39	6.61
April	113.70	90.63	29.68
May	114.81	96.34	48.15
June	70.27	63.93	54.49
July	65.74	59.60	60.63
August	40.61	46.64	54.60
October	158.40	124.73	88.27
November	121.85	115.42	94.70
December	93.40	120.37	67.73
Total	$938.88	$871.15	$67.73

In March the amount of $4.79 was expended for cooking utensils, and in that month we began to pay one-half the custodian's salary. The apparent deficit of August is explained by the fact that among the expenses for that month was counted the lunch-room's share of the custodian's salary for September, during which month the lunch-room was closed. In December the amount of $26.81 was expended for china. In this month, moreover, lunch was served on only fifteen days.

The constant running expenses of the lunch-room are $4 per week for the custodian's salary, $2 per week for the cashier's wages, and 75 cents per week for the transportation of soup and chocolate from the Commons. The amount of $60.72 has also been expended by the lunch-room for permanent equipment. such as china, glasses, forks, spoons, bread slicer, and mayonnaise dressing mixer. Five dollars was also paid for extra service during the illness of the custodian and $1.95 for paint and labor.

The bill of fare has included sandwiches at 3 cents each, soup and chocolate at 5 cents a cup, fruit and cake at prices varying with the cost. During the summer lemonade, bouillon, and milk were also served.

The largest receipts for any one day were those of October 28, when $8.56 was taken in. On October 31, the receipts were $8.38. From seventy-five to a hundred members of the Union are now being served daily. Plans are under consideration for the more adequate equipment of the lunch-room, the expense to be met from the balance on hand.

HARRIET BUCKLEY KINSLEY,
Chairman.

The Philanthropic Committee reported as follows:

The work of the Philanthropic Committee has been organized along three lines. In the first place, the committee has felt the importance of ministering, where possible, to those of the University community who are ill or in distress. With this object in mind the following communication was sent to every woman student in the university, and to

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other women connected with the University who were members of the Union or whose addresses were available to the committee:

The members of the Union desire to render service or express friendly interest in cases of illness, distress, or sorrow among the women students of the University. All who are living away from home are especially asked to make known any need of friendly service. Information may be sent confidentially to the President of the Union, Miss Talbot, Green Hall; to the chairman of the house committee, Miss Dudley, Kelly Hall; or to the chairman of the Philanthropic committee.

LAURA L. COLMAN,
Chairman of Philanthropic Committee.
School of Education.

THE UNIVERSITY OF CHICAGO,
November 20, 1902.

In response to this request, information of various cases of illness has been received, and in each instance the committee has had the privilege of expressing sympathy by visits, by the loan of books, or by some attention in the form of flowers or delicacies. It is believed that these efforts of the committee have been cordially appreciated, and it is hoped that this phase of the work can be carried to a much higher state of development during the coming year.

In the second place, the committee has furnished workers to the University Settlement. Particularly during the summer months the committee feels that it was of service in this way.

The third phase of work anticipated by the committee has but just been entered upon. It is planned, however, to make known and attempt to awaken interest among the members of the Union in the efforts of the Consumer's League. One of the regular reception days during the Autumn Quarter was devoted to an explanation and discussion of this work, and the committee anticipates devoting more time and effort to this particular interest.

LAURA L. COLMAN,
Chairman.

UNIVERSITY REGISTRATION STATISTICS.[1]

The accompanying table furnishes an eloquent criterion of the continuous rapid development of higher education in the United States. The opening of each new academic year shows a marked advance over the last, and the number of young men and women eager to obtain a university training is keeping steady pace with the rapid growth of our country's population. It is certainly an encouraging sign to witness this growing endeavor to lead the intellectual or the scientific life, which will inevitably tend to raise the standard of American civilization and general culture.

The statistics given herewith are, with few exceptions, approximately as of November 1, 1902, and relate to the registration at eighteen of the leading universities throughout the country. It will be noticed that Syracuse University has been added this year for the first time, and the reason for this is self-explanatory. The figures have been obtained from the proper officials of the various institutions concerned, and are as accurate as statistics of this nature can be made. A number of changes may occur during the year, but they will not be of such a serious nature as to affect the general result. The question of proper enrolment figures is assuming greater importance each year, and it goes without saying that there is a tendency to attain as much uniformity as possible in the methods employed at the various universities. At the annual meeting of the Association of American Universities, to be held under the auspices of Columbia University in New York city on December 29, 30, and 31, 1902, a representative of Columbia will present a paper on the subject of "Uniformity of University Statistics," which should bring out some interesting facts relating to this matter. The question of double registration, for example, presents more than one perplexing problem, and a number of universities are endeavoring to eliminate enrolment in two faculties from their figures altogether by simply taking into consideration the primary registration. One great obstacle in the path of this desire is the number of summer-session students who return for work in the fall, of which there were this year 291 at Cornell, 139 at Harvard, 210 at Columbia, and so forth. These students were not registered in two faculties, and yet they caused duplication. In the case of several universities this was lost sight of altogether in last year's compilation, and the apparent falling off in the total enrolment of Harvard, Michigan, and Cornell is due to this circumstance. On the whole, there

[1] Reprinted from *Science*, N. S., Vol. XVI, No. 417, pp. 1021-3, December 26, 1902.

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	California	Chicago	Columbia	Cornell	Harvard	Indiana	Johns Hopkins	Leland Stanford, Jr.	Michigan	Minnesota	Missouri	Nebraska	Northwestern	Pennsylvania	Princeton	Syracuse	Wisconsin	Yale
College arts, men	2,315	613	484	783	2,107	609	162	1,849	662	491	318	497	353	471	758	491	681	1,905
College arts, women		89	348	1,181	414	453			607	688	216	546	363			390	481	
Scientific schools*			686		583				597	406	224	551			494	172	573	760
Law	80	59	465	222	636	90		§	847	430	108	166	171	430		134	819	990
Medicine	131	222	773	385	445		259		417	285	91	158	605	469		139	456	148
Agriculture	†			100	48					460	72	118						
Art	150											108	108					60
Dentistry	126				112				151	145		66	615	403		45		
Divinity		198			37								158					112
Forestry				68														38
Music									68	60		308	357			565	182	100
Pharmacy	77												206				31	
Teachers college	†	95	963													†		
Veterinary				62										61				
Graduate schools	172	457	513	188	314	61	179	81	79	160	‖	108	46	187	93	45	108	390
Courses for teachers			1,196											196				
Summer session	830	2,350	643	548	945	569		48	454	380	468	856				39	339	
Other courses	45		23	96			70		73							100		19
Deduct double reg.	[250]	[497]	[330]	[318]	[153]	[134]	[1]		[191]	[30]	[89]	[383]	[65]	[10]		[100]	[180]	[272]
Grand total	3,676	4,196	5,358	3,281	5,468	1,648	669	1,378	3,764	3,505	1,408	2,869	2,875	2,549	1,345	2,090	2,884	2,804
Teaching staff	308	196	504	482	533	65	147	129	255	280	92	173	285	279	102	170	188	307

* Includes Schools of Engineering, Chemistry, Architecture, Mines, and Mechanic Arts.
† Included in Scientific Schools.
‡ Included in college statistics.
§ Included in college statistics. 178 law students are enrolled.
‖ Included in college and scientific school statistics. About 53 graduate students are enrolled.

has been a noticeable increase shown in the summer-session enrolment throughout the country, and this particular feature of university work seems to be meeting with popular favor.

Last year the relative rank of the seventeen leading universities on the basis of total enrolment was as follows: Harvard, Columbia, Michigan, Chicago, California, Minnesota, Cornell, Wisconsin, Yale, Pennsylvania, Northwestern, Indiana, Nebraska, Missouri, Princeton, Leland Stanford, Johns Hopkins.

If we count in the students attending courses for teachers, who are held to the full requirements of regular courses in Teachers College, it will be seen that Columbia has passed the 5,000 mark and has almost reached Harvard. Chicago has had a considerable increase over last year, has passed Michigan, and now ranks third, or, if Columbia's extension students be deducted, second, with Columbia third. Michigan occupies fourth place, and then come California, Minnesota, Cornell, and Wisconsin in the same relative positions as last year. Northwestern's increase of over 400 has placed her ahead of both Yale and Pennsylvania, which occupy tenth and eleventh places, respectively. Nebraska has passed Indiana, likewise showing an increase of almost 400. Syracuse also has a larger enrolment than Indiana. After Indiana and Missouri comes Leland Stanford, which has passed Princeton.

As far as the different departments are concerned, it will be seen that Harvard still shows by far the largest collegiate enrolment. On the whole there has been a small increase in the total number of college students attending the universities under consideration. The scientific schools show a large general increase all along the line, with the single exception of Missouri. There are fewer law students than there were in 1901, in spite of the fact that Chicago has added a law faculty since last year. The total number of medical students also shows a decrease, which is accounted for largely by the facts that the admission requirements at Columbia have been strength-

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ened, and that the last class admitted at Harvard without the degree requirements graduated in the spring. Michigan has still the largest enrolment in its law faculty, and Columbia still heads the list in the faculty of medicine and in the graduate schools. The grand total of graduate students shows a slight increase over that of last year. There have been no important changes in the relative ranking of the teaching force in the largest institutions, Harvard still leading, with Columbia second

RUDOLF TOMBO, JR.,
Columbia University. *Registrar.*

THE ALLIANCE FRANÇAISE.

In Co-operation with the University of Chicago.

The Alliance Française is a national association of France, for the propagation of French in its colonies and in foreign lands. It was approved by the minister of the interior the 24th day of January, 1884, and officially recognized by a decree of the president of the French republic the 23d day of October, 1886.

CHICAGO BRANCH (INCORPORATED).

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The work of the Alliance Française, in co-operation with the University of Chicago, is now in its third year and is steadily growing, over 500 students being at present enrolled. The work comprises:

1. *Instruction in French* (language, literature, philology, and history). The University gives full University credit for this work. Besides, the two institutions confer jointly an elementary and an advanced diploma.

2. *Weekly lectures in French*, by the instructors of the Alliance Française; every Saturday of the academic year at 12:30 in the Fine Arts Building.

3. *Lectures in French*, by the lecturers of the federation of the American groups of the Alliance Française and other noted French speakers.

4. *Practice in Speaking French*, by means of Cercle de l'Alliance Française, a club which meets on the second and fourth Saturdays of each month during the academic year, at 8 P. M. in the Fine Arts Building.

The weekly lectures for the year 1902–3 are as follows:

AUTUMN.

1.	Oct.	4.	Leconte de Lisle. 1830 et le second Empire.	*B. Papot*
2.	Oct.	11.	Les moralistes. Montaigne.	*E. Sicard*
3.	Oct.	18.	Historie des théâtres en France.	*E. Lescat*
4.	Oct.	25.	Le Pays Basque	*A. Béziat de Bordes*
5.	Nov.	1.	Les Gaulois et les Francs.	*E. Lecroart*
6.	Nov.	8.	L'Instruction publique en France.	*M. Ingres*
7.	Nov.	15.	Leconte de Lisle et ses contemporains.	*B. Papot*
8.	Nov.	22.	Les moralistes. Pascal.	*E. Sicard*
9.	Nov.	29.	Alexander Dumas Fils.	*E. Lescat*
10.	Dec.	6.	La triade romantique.	*A. Béziat de Bordes*
11.	Dec.	13.	La féodalité.	*E. Lecroart*
12.	Dec.	20.	La langue française.	*M. Ingres*

WINTER.

13.	Jan.	3.	Leconte de Lisle, Poèmes antiques.	*B. Papot*
14.	Jan.	10.	Les moralistes, La Rochefoucauld.	*E. Sicard*
15.	Jan.	17.	Histoire des théâtres en France (continuée)	*E. Lescat*
16.	Jan.	24.	Les cadets de Gascogne.	*A. Béziat de Bordes*
17.	Jan.	31.	Les guerres de religion.	*E. Lecroart*
18.	Feb.	7.	La littérature française.	*M. Ingres*
19.	Feb.	14.	Leconte de Lisle, Poèmes barbares.	*B. Papot*
20.	Feb.	21.	Les moralistes. La Bruyère.	*E. Sicard*
21.	Feb.	28.	Chateaubriand.	*E. Lescat*
22.	Mch.	7.	Le centenaire de V. Hugo.	*A. Béziat de Bordes*
23.	Mch.	14.	Causes de la Révolution française.	*E. Lecroart*
24.	Mch.	21.	La France et les Français.	*M. Ingres*

SPRING.

25.	Mch.	28.	Leconte de Lisle. Poèmes tragiques.	*B. Papot*
26.	April	4.	Les moralistes. Rousseau.	*E. Sicard*
27.	April	11.	Historique des rues de Paris.	*E. Lescat*
28.	April	18.	Au cœur de l'Espagne.	*A. Béziat de Bordes*
29.	April	25.	Les conséquences de la Révolution française.	*E. Lecroart*
30.	May	2.	Etat politique et social de la France.	*M. Ingres*
31.	May	9.	Leconte de Lisle. Derniers poèmes.	*B. Papot*
32.	May	16.	Les moralistes. Voltaire.	*E. Sicard*
33.	May	23.	Alfred de Musset.	*E. Lescat*
34.	May	30.	Evolution religieuse de V. Hugo.	*A. Béziat de Bordes*
35.	June	6.	La France République.	*E. Lecroart*
36.	June	13.	La France de l'avenir.	*M. Ingres*

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Among the special lecturers of last year were

Mr. Jules Cambon, Baron d'Estournelle de Constant, Hugues Le Ronx, Léopold Mabilleau, Urbain Gohier, Germain Martin, X. Torau-Bayle.

During the coming Spring Quarter Mr. Léopold Mabilleau, director of the Musée Social, professor at the Conservatoire National de Arts et Métiers, etc., will deliver ten lectures to be chosen among the following six series:

SERIES I.

LES IDÉES FONDAMENTALES DE LA POLITIQUE FRANÇAISE DEPUIS 1870.

1. Les partis politiques et leurs programmes. Vue d'ensemble.
2. Le Parti conservateur et le cléricalisme.
3. Le libéralisme et l'opportunisme.
4. Le parti radical.
5. Le parti socialiste; ses principes et ses divisions.
6. Le néo-socialisme de MM. Jaurès et Millerand.
7. Le ministère Waldeck-Rousseau.
8. L'orientation actuelle de la politique française. Probabilités d'avenir.

SERIES II.

LES IDÉES SOCIALES DANS LA FRANCE CONTEMPORAINE.

1. L'éducation sociale du peuple.
2. La législation ouvrière depuis 1870.
3. Les assurances sociales.
4. Le mutualité.
5. La théorie de la solidarité sociale par M. Léon Bourgeois.
6. La propriété individuelle, l'héritage et l'impôt.

SERIES III.

LA RELIGION ET LA MORALE DANS L'ENSEIGNMENT PUBLIC EN FRANCE.

1. Ce que c'est que l'enseignment laique en France.
2. Un essai de morale purement humaine appliquée à l'éducation.
3. Les idées directrices de l'enseignement universitaire.
4. La liberté de l'enseignement.

SERIES IV.

LA CONDITION DE LA FEMME EN FRANCE.

1. Condition légale de la femme.
2. Sa condition réelle dans la société.
3. L'ouvrière.
4. L'éducation nouvelle des jeunes filles françaises.
5. Les œuvres sociales de la femme en France.
6. Le féminisme français.

SERIES V.

TENDANCES NOUVELLES DE LA LITTÉRATURE ET DE L'ART EN FRANCE.

1. La littérature d'aujourd'hui; tendances nouvelles de la poésie et du roman.
2. Le théâtre contemporain; évolution morale et sociale.
3. L'art français et sa nouvelle orientation.

SERIES VI.

SUJETS DÉTACHÉS

1. Ce que les États-Unis durent à La Fayette et ce que La Fayette dut aux États-Unis.
2. L'évolution de l'idée de patrie en France de 1789 à 1900.
3. L'Institut de France et les académies.
4. Le Haut enseignement parisien.
5. L'ouvrier français.
6. Le paysan français.
7. La bourgeoisie française.
8. Relations entre les États-Unis et la France.

Other lectures are being arranged for and will be announced later.

During the Summer Quarter special summer courses are conducted at Cobb Hall and will be announced in the University *Summer Announcements.*

Extracts from the by-laws of the Alliance Française in co-operation with the University of Chicago:

"Article X — Section 1. The Associate Members shall consist of those persons who have paid Ten Dollars ($10.00) to the support of the work and *they shall have for one year the privilege of attending the public conferences.*

Section 2. Membres d'honneur shall consist of those persons who have paid Fifty Dollars ($50.00) to the support of the work, and *they shall have for life the privilege of attending the public conferences.*"

THE ALUMNI.

NOTES AND COMMUNICATIONS.

Carl Neptune, '02, is in business with his father in Memphis, Tenn.

Milton H. Pettit, '02, is with the Racine Harvesting Co., of Racine, Wis.

Mr. Xenophon Kalamatiano, '02, is offering a course in Russian this quarter.

John G. Hagey, '98, is in the law department of the First National Bank of Chicago.

J. C. Ewing, '01, who coached the Baylor University team this year, has entered the Law School.

Laura A. Thompson, '01, has been appointed to a position in the Congressional Library at Washington, D. C.

Lillian Clark, '02, has accepted a position as head of the English department of the State Normal School at Milwaukee, Wis.

Horace Butterworth, '98, instructor in gymnastics and athletic manager, has accepted a call to the directorship of physical culture at the Northwestern University. Mr. Butterworth's resignation is much regretted by students and alumni.

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Eugene Parsons, '83, has edited the Farringford edition of Tennyson's poems. The edition consists of ten pocket-size volumes.

Donald R. Richberg, '01, student in Harvard Law School, has composed the words and music to a new University song entitled "Maroon."

Wilbur C. Gross, '02, who is employed by the Pure Food Co. of Battle Creek, Mich., will go to England soon to introduce the company's foods.

Rev. E. A. Ince, '74, formerly pastor in Quincy, Ill., has accepted a call to the Fourth Baptist Church, Chicago, Ashland boulevard and Monroe street.

Fred Perry Powers, '76, formerly editorial writer on the New York *Evening Post*, has accepted a similar position on the Philadelphia *Record*.

Leon P. Lewis, '02, of the Law School, has accepted an appointment as private secretary to Senator Francis W. Parker, of the University senatorial district.

Dr. J. E. Raycroft, '96, read a paper entitled "Physical Examination at the University," at the recent meeting of the University Physical Directors in New York.

Lieutenant William E. DeSombre, '02, of the Ninth Battery, Artillery Corps, stationed at Fort Sheridan, will leave with his battery February 1, for the Philippines.

H. M. Solenberger, '01, who has been in Washton state since receiving his degree, has accepted a position in the Chicago office of the Mutual Life Insurance Co. of Newark, N. J.

Allen G. Hoyt, '99, who has been for some time clerk in the Treasury Department at Washington, D. C., has accepted a position with the National City Bank of New York.

John Cummings, Ph.D., '94, late instructor of political economy at Harvard University, entered upon his work at the University of Chicago the first of the quarter, as assistant professor of political economy.

The following marriages have been reported to the Secretary: Florence La Tourette, A.B., '98, A.M. '98, to Carl S. Millikan, Lawrence, Mass.; Clarence B. Herschberger, '98, to Grace Josephine Eberhart, '99, Lake Forest, Ill.; Willoughby G. Walling, '99, to Annabelle Haskell, Chicago.

CHARLES LINDSAY BURROUGHS.

Charles Lindsay Burroughs was born in Washington, Ia., December 10, 1876, and died in Paris of typhoid fever, November 24, 1902. His early education was received in his native city. He graduated from the high school in 1891, at the early age of fourteen years. In 1894 he graduated from the academy in Washington, Iowa, and from there he entered the University of Chicago, receiving the degree of Ph.B. in 1899.

Throughout his education and career he distinguished himself for his brilliancy of intellect and scholarly attainments. During his collegiate course he received honorary mention for his work, both in the Junior and Senior Colleges. As a graduate student he was offered a fellowship, which he declined in order to continue his teaching in the South Side Academy as instructor in history.

The faculty of the Department of History recognized in Mr. Burroughs, one of the keenest historical minds which it had been their pleasure to instruct.

In 1901 he accepted a fellowship in the department of history, at the University of Pennsylvania.

Last fall, accompanied by Samuel N. Harper, '02, he went to Paris, to continue his work at the Sorbonne. Wherever he studied he gained the same reputation for high scholarship and keen intellect.

Mr. Burroughs excelled not only as a student, but also as an athlete he had a wide reputation as a runner, having accompanied the team which was sent to the Olympian Games during the Paris Exposition. As a musician, he took an active part in the Glee and Mandolin Clubs while at the University. He was one of the prominent

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men in the social life of the University, and interested himself in every movement which tended to build up the social life in the new institution.

He touched student life at all its points. He seemed to have all qualities which go to make up the truest and noblest type of manhood. He was loved and respected by faculty and students alike. He was approachable, genial, and always had the same pleasant greeting. He won friends wherever he went.

As a fitting expression of the high esteem with which his fellow students regarded him, the class of '99 unanimously elected him president of the class, a position which has come to mean the highest elective honor which can be bestowed upon any student. On the day of their graduation, it seemed most appropriate that Burroughs should be the one to stand in the presence of the faculty and before a large audience and deliver the first student address at a University Convocation.

The high regard in which he was held by the alumni was appropriately expressed in the following resolutions which were adopted by the Chicago Alumni Club at its semi annual dinner on November 26:

WHEREAS, It is with a feeling of deep sorrow that we, the members of the Chicago Alumni Club of the University of Chicago, have just learned of the death of our friend and fellow-member, Charles Lindsey Burroughs, and

WHEREAS, Many of us during his course at the University, and during his connection with it since his graduation, have enjoyed close, personal friendship with him, and were so fortunate as to be closely identified with him in his many labors undertaken on behalf of our Alma Mater, and have with sincere admiration and appreciation felt the effect of his sterling character in all of his acts and deeds among us, and

WHEREAS, Those of us who have so fortunately enjoyed a close intimacy with him, and those others of us who have not been so fortunate as to associate with him in a personal friendship, do all bear witness to the esteem in which we have always held him for his noble traits of character, as well as for the marked success to which he attained in all of his achievements for the University, which has been so enriched by his presence among us.

It is with a deep feeling of sorrow and grief that we express here our pride in him as one of the truest and most loyal and faithful sons of our University, our deep feeling of loss and bereavement in his death, and our most sincere sympathy to all his many friends, and more particularly to his family, which we feel has sustained a loss so great and so lasting that his place in their hearts can never be filled.

To them we wish to extend our sympathy, to express to them, so far as we are able to give adequate expression to our feelings, the high place which Charles Lindsey Burroughs has held, and will ever hold, in the hearts of all of us as one of the most dearly prized and most highly honored sons of the University of Chicago.

CHICAGO ALUMNÆ CLUB.

The Chicago Alumnæ Club held its January meeting at the Art Institute on January 9. Miss Angeline Loesch, 1897, president of the club, presided. After a short business session, a farce entitled *The Shade of Night* was presented by members of the University Dramatic Club. Refreshments were served, and a pleasant social hour followed. There were seventy-five alumnæ present.

The Alumnæ Club is not alone a social organization; it is doing excellent work in connection with the Loan Library at the University. Miss Alice Winston, '97, who is doing postgraduate work at the University, is in charge of the Library.

HENRY FARRAR LINSCOTT.

Henry Farrar Linscott, Ph.D. '95 was born at Thomaston, Me., June 4, 1871, and died at Chapel Hill, N. C., December 30, 1902. He obtained his collegiate education at Bowdoin College, from which he received the A.B. degree in 1892, and the A.M. degree in 1893. He entered the University in 1893 and received his Ph.D. degree in 1895. During the year 1895-6 he was instructor in Latin in Brown University, a position which he resigned in order to accept an instructorship in Latin in the University of North Carolina. In 1897 he was promoted to an associate professorship in classical philology, and in 1899 he was made professor of Latin, a position which he held at the time of his death.

Mr. Linscott assisted Professor Harkness in

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editing the latest edition of his *Latin Grammar*, and left unfinished two Latin text-books:

The esteem with which he was held by his colleagues is well expressed by President F. P. Venable:

The University has lost, by the death of Henry Farrar Linscott, one of the ablest men in its faculty. Finely trained for his work, he entered upon it with a zeal and fidelity which could only lead to the highest success. Few more scholarly men have ever taught in these halls. His literary instinct was true, with a touch of the finer poetic spirit. His judgment was safe, and he kept a quiet, sound balance of mind which made him of great value in council.

The students, through their weekly paper, expressed their respect in the following words:

Dr. Linscott was honored, esteemed, and loved by the entire student body, especially by those who daily sat under him as he lectured. He possessed that rare quality of being able to put himself upon a perfectly familiar basis with his pupils, at the same time maintaining their profoundest respect, and preserving the integrity of his own dignity as professor. To the industrious student his face was always pleasant, his words kind; but to the shirker of duty or to one who wished to disregard the proprieties of the class-room, his words conveyed the keenest satire.

As a lecturer, he was exceedingly entertaining, though it may be truly said that the public never knew him at his best. He was never so natural, or so at his ease, as when speaking to his classes from his private desk.

The following resolutions were passed by the faculty of the University of North Carolina on January 5, 1903, and were recorded in the *Journal:*

The death of Dr. Henry Farrar Linscott, professor of the Latin language and literature, has brought profound sorrow to the faculty of the University of North Carolina.

As a scholar and as a man, he won for himself a place of rare distinction in the esteem of the university circles and of the community at large.

Thoroughly equipped in scholarship, endowed with intellectual gifts of high order, he exerted an inspiring influence over his colleagues and over the large number of students whom he taught.

He was helpful and judicious in the counsels of the faculty. He rendered invaluable service as editor of important university publications,

In all these things he was the reliable, the inspiring scholar, the efficient officer. But he was something more. He was a man of broad culture, a courteous gentleman, an affectionate, sympathetic friend.

The sweetness and gentleness of his disposition were the charm of those to whom is was given to know him intimately.

To the family whose circle has been broken by the departure of this chosen member, we respectfully offer our deep sympathy.

Mr. Linscott was buried at Thomaston, Me., on January 5, 1903.

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OF

THE UNIVERSITY OF CHICAGO

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VOLUME VII NUMBER 10

UNIVERSITY RECORD

FEBRUARY, 1903

THE BUST OF PROFESSOR CHAMBERLIN.

Exercises in Connection with the Presentation to the University of Chicago of the Bust of Thomas Chrowder Chamberlin, Professor and Head of the Department of Geology, Walker Museum, Saturday Afternoon, February 7, 1903.

PROGRAMME.

Preliminary Statement, - - - Professor Salisbury
Presentation of the Bust, - - - Professor Van Hise
Representing Professor Branner and the U. S. Geological Survey
Response, - - - The President of the University
Letters from Geologists, Professor Calvin, Mr. Emmons, Professor Fairchild, Mr. Willis
Address, - - Dr. Bain, Representing the Alumni
Address, - - - - - - Professor Salisbury, Representing the Department of Geology
Response, - - - - - - Professor Chamberlin

PRELIMINARY STATEMENT.

In opening the program Professor Salisbury set forth in a few words the history of the bust. The idea was first conceived by Professor J. C. Branner, of Leland Stanford Junior University, during the summer meeting of the American Association for the Advancement of Science, in 1901. In his letter authorizing the making of the bust, Professor Branner stated that it was done "in recognition of the eminent services of Professor Chamberlin to the science of geology." Though a number of other geologists joined in the enterprise later, the University is primarily indebted to Professor Branner for the honor now conferred upon it.

PROFESSOR VAN HISE'S ADDRESS.

It is a great honor and pleasure to represent Professor Branner and his associates, whose regard for Professor Chamberlin has caused them to have this bust made; and, at the request of the director of the United States Geological Survey, to speak for its members. It is perhaps proper to ask the question, on the occasion of the presentation of this bust of Professor Chamberlin to the University of Chicago, why this unusual honor has been conferred. The answer is twofold. The honor is justified by Professor Chamberlin's work as a scientist, and by his personal qualities.

Professor Chamberlin began his work as a geologist in Wisconsin. After some preliminary work in that state, he was placed at the head of its official survey. While he was director of that survey there was issued a series of four volumes which, for a clear and comprehensive account of the geology of the state, are unmatched by the publications of any other state survey. Professor Chamberlin made various contributions to these volumes, but the subjects which were especially his own were the ore deposits of the southwestern part of the state, and the Pleistocene formations. A paper on the lead and zinc ores of Wisconsin was prepared by him, which, for breadth, and for insight into the complex and obscure forces and agents concerned in the segregation of lead and zinc, was a masterpiece.

The value of work of this kind is not confined to a single district. The principles developed by Professor Chamberlin had a wide application, and thus were an important contribution to the general subject of ore deposition. This investigation upon ore deposits finely illustrates the difference between good and bad scientific work.

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Bad work is inaccurate or false; good work is incomplete. No scientific investigation of any subject is ever finished. Each generation adds its chapter. But if the work be good, the chapter of the previous generation stands. The work of any generation but carries the investigation one step toward the goal of completion, which, as time goes on, is seen continually to recede. Since Professor Chamberlin did his work upon the ores of southwestern Wisconsin other chapters have been added, but his contribution stands as the largest of the story.

The second line of work which especially interested Professor Chamberlin in Wisconsin was that upon the glacial deposits. At the time he began this work geologists were not even agreed that the diluvium or drift covering the hard rocks was deposited by glaciers. Upon this point Professor Chamberlin correctly followed the lead of Agassiz. But at the time he took up the Pleistocenes scarcely anything had been done toward discriminating the different formations of the drift, and developing the criteria by which they were separated from one another. To this subject Professor Chamberlin's contributions are probably larger than those of any other man. Not only did he classify the Pleistocene deposits, but his studies led him to the conclusion that the Wisconsin drift could only be explained as deposits of more than one ice sheet. In the eastern United States, where evidence of more than one glacial epoch is not clear, this conclusion was not at first accepted, but so conclusive was the case made that finally all were obliged to assent.

After having closed his work for the Wisconsin State Survey, Professor Chamberlin became one of the staff of the United States Geological Survey. His eminent services in reference to the Pleistocene deposits of Wisconsin naturally put him in charge of that work for the national organization. During the time he was United States geologist he did for the Pleistocene deposits of the entire middle West what he had already done for Wisconsin.

After having served upon the United States Geological Survey for some years, Professor Chamberlin dropped his scientific work to accept the presidency of the University of Wisconsin. But after retaining this position for five years he returned to science and to his glacial studies, again taking charge of the glacial division for the United States Geological Survey.

Notwithstanding the fact that the formations of the glacial period are better known than those of any other, notwithstanding the fact that the Pleistocene is the most recent of the geological periods, the reason for the advance of the several ice-sheets had never been satisfactorily answered. For many years this fundamental question had been considered by Professor Chamberlin in connection with his other studies upon the Pleistocene, and it was now seriously taken up by him as his chief investigation. After an exhaustive consideration of all the various theories which have been formulated to explain the ice advances, he became convinced that none of them, nor any combination of them, was adequate to explain the phenomena. Searching in new directions for an adequate cause for the ice-sheets, his attention was attracted to the hypothesis advanced by Arrhenius that the explanation might lie in a change in the amount of carbon dioxide in the atmosphere. After laborious studies upon the problem in connection with its geological bearing, he became convinced that in this idea was a rational answer to the question as to the origin of the glacial epochs. As left by Arrhenius, the hypothesis was a suggestive speculation. As developed by Professor Chamberlin in connection with the geological forces and facts, it became a rational theory. It is yet too early to say that this theory is established; but it can be said that it is the only solution proposed which appears to give a plausible reason for the existence of the glacial periods.

The consideration of the atmosphere with reference to glaciation led Professor Chamberlin to the much broader problem as to general changes which have probably taken place in the constitu-

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tion of the atmosphere, and as to the great geological consequences which followed from them. This led to the study of the early history of the globe, and finally to the study of the development of the solar system itself.

Professor Chamberlin's exhaustive examination of current ideas with reference to the nebular hypothesis showed that they were seriously defective. Not only did he apply critical destructive criteria to current views, but he is now attempting a reconstruction of the nebular hypothesis which will meet the facts of geology and is in accordance with sound physical principles. Already various pregnant suggestions have been made. As yet this constructive work has not gone to the point of developing a well-rounded and satisfactory theory, but such rapid progress is being made that there is reasonable hope that this result will be accomplished.

It thus appears that Professor Chamberlin's early studies upon the Pleistocene led to their classification; later to the investigation of the cause of the glacial epochs; this to the study of the atmosphere; and this to the study of the development of the solar system, one subject following the other in natural sequence as his knowledge accumulated, as his capacity to handle broad problems increased, as his philosophic insight grew. Upon various questions of geology there is no doubt that Professor Chamberlin has made fundamental contributions.

The question naturally arises: "What are the qualities of the man which led to his success as a scientist?" The answer lies, first, in the excellent and accurate observational powers which enable him to see what things are important and what unimportant, to see things in their true relations and proportions; secondly, his success lies in his deductive capacity, in his ability to see the probable solution of his problem. Thus his mind was ever in advance of observation, not behind it, and therefore his observations are made with the discriminative power which leads to further deductive advances. I know of no better illustration of constant action and reaction between observation and deduction, than Professor Chamberlin's work.

Professor Chamberlin has the speculative power of the Greeks in seeing lines along which a solution may lie; but, unlike the Greeks, is not content when a possible solution has been suggested. After the modern scientific man has devised various possible solutions he has before him the far more difficult task of determining the *true* solution. The profound difference between the ancient speculative philosopher about science, and the modern scientific man, is that the one requires only a brilliant constructive intellect and reasoning power; while the other requires with this a capacity for patient, laborious, consecutive, constructive work running through years, exhaustive collection of material, observational work in the field, experimental work in the laboratory, verification and reverification, sifting, testing, judging, and thus finding out, not what *may be* the truth, but what *is* the truth. It seems to me that Professor Chamberlin's eminent success as a scientist lies in this twofold power. With speculative ability only, a man is untrustworthy and erratic. With the power of steady drudgery only, he is mediocre. Combine the two, and he is a scientist of the first rank.

But this bust is a recognition not only of Professor Chamberlin's great contributions to the science of geology; it is a tribute as well to his personal qualities. All those who have been associated with him know what I mean. Professor Chamberlin is a friend of the young geologist. The young man who goes to him with a piece of work which anywhere shows merit is sure of encouragement. I have yet to find one of his students who does not speak of him with admiration. I am yet to become acquainted with one of his scientific associates who does not speak of him with respect and love.

In presenting this bust to the University of Chicago upon behalf of Professor Branner and his associates, my best wish is that among Professor

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Chamberlin's pupils there may be some who, stimulated by his teaching capacity, will catch his power of research; that there may be some who will attain the same high character; that among the alumni of the University of Chicago who have been taught by him, there may be later Chamberlins. And this wish is more than a hope, for such a leader is sure to develop worthy followers, who, in the years to come, will make large contributions to the advancement of knowledge, and thus add to the fame of this great center of instruction and research.

THE PRESIDENT'S ADDRESS.

The event which we celebrate this afternoon is an unusual one. If we should make an effort to recall events like this one, taking into account all that enters into this occasion, we should find it difficult to make a list of any considerable length. It is a comparatively rare thing for scientific men to honor in this way one of their own colleagues. It has been done, but the number of instances is not large. Some of us who are not working in the lines of science, in the common understanding of that word, are prone to believe that too frequently men of science take delight, perhaps not in injuring each other, but in making representations concerning each other's work that do not tend to the building up of their cause. It is a comparatively unusual thing, too, for honors of this kind to be awarded, and for words such as these we have heard this afternoon to be uttered concerning men while they are still living. Too frequently we wait until men have passed away before words of appreciation are spoken.

I am sure that the colleagues of Mr. Chamberlin in this University, those who have come to know him in these ten or eleven years of his service, will echo the words that have been spoken by Mr. Van Hise; and that the University of Chicago appreciates most highly the compliment which has been paid one of its number by this act upon the part of Professor Branner and his colleagues. It is an interesting fact that the leader of a department in one university should thus contribute, and contribute so handsomely, to the honor of a colleague in another university. It is in such manifestations as this that the universities approach one another.

On behalf of the University of Chicago it gives me very great pleasure to accept this bust of Professor Chamberlin. We remember that only once before in our short history has anything of this kind happened, and we remember that the head of the department upon whom this honor was conferred has been taken away. The prayer of every man and woman who knows Professor Chamberlin is that many, many years may be given him by Providence to continue the magnificent investigations upon which he has entered. The glory of the University is in this kind of work. The men, of whom Mr. Chamberlin is one, who came to us at the beginning of our work, and who have brought fame and reputation to the institution, are the men to whom the credit is due, not largely, but exclusively, for the position which the University occupies today. And I am sure that the members of the University will rejoice, every man of them, in this beautiful tribute, in this splendid honor, which has been conferred upon one of their number. I take great pleasure in representing them, and in accepting, on behalf of the Trustees of the University, this tribute of respect and honor.

LETTERS.

FROM THE STATE GEOLOGIST OF IOWA.

It is to me a source of sincere regret that I am unable to accept your invitation to be present at the exercises connected with the presentation of the bust of Professor Chamberlin to the University of Chicago. I should esteem it both a pleasure and a privilege to have an opportunity by my presence to express appreciation of the high intellectual attainments and the beautiful personal character which combine to make the truly great man in whose honor these exercises are to be held. The work of Professor Chamberlin has revolutionized more than one department of geology. The

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obscure riddles presented by the records of the Pleistocene, with which men had been vainly struggling for half a century, remained unsolved and apparently unsolvable until he brought to bear upon them the light and force of his commanding genius; and then the difficulties vanished as if by magic. We have all been taught how to interpret the complex, but now marvelously clear, records of the great age of ice. Professor Chamberlin's researches into the causes of the ice age and the constitution and origin of the universe are likewise epoch-making.

> "And he wandered away and away
> With Nature, the dear old nurse,
> Who sang to him night and day
> The rhymes of the universe."

And by reason of his clear interpretation of what he sees and hears and learns in his intellectual journeyings to the secret sources of things in the universe, we are permitted to catch some of the strains, and attune our modes of thinking to the majestic rhythm of those grand old songs.

It is too much the custom with our people, and I fear with all people, to suppress all the pleasant and appreciative things that may be said about our friends until after they have passed beyond. I am glad that Chamberlin is still with us — in the full enjoyment of health and vigor, and with many years of productive work before him — to be encouraged and cheered and stimulated to his best endeavor by knowing that his splendid services to science and his no less splendid character are appreciated by all who personally know him, and that he is appreciated also by a wide circle, extending to the outermost limits of the civilized world, who know him only through what he has said and done.

SAMUEL CALVIN.

IOWA CITY,
February 4, 1903.

FROM THE PRESIDENT OF THE GEOLOGICAL SOCIETY OF AMERICA.

I regret that press of official duties renders it impossible for me to be present as representative of the Geological Society of America on this auspicious occasion.

I feel confident that all the members of this society unite with me in feeling that it is most fitting that this recognition should be accorded to Professor Chamberlin while he is in the heyday of his scientific vigor, and that the society itself is honored in that so signal an homage is rendered to one of its past presidents and original founders.

S. F. EMMONS.

WASHINGTON, D. C.,
February 6, 1903.

FROM THE SECRETARY OF THE GEOLOGICAL SOCIETY OF AMERICA.

I sincerely regret that I cannot be present next Saturday on the occasion of the presentation of the bust of Professor Chamberlin to the University. I should like to assist in doing honor to him. He deserves the highest recognition of geologists the world over, for in my judgment his work is marking a new epoch in the history of geological science.

It is a satisfaction to have the opportunity of expressing our professional and personal appreciation of a man while he is yet in his prime, and can use whatever stimulus our admiration and praise may give him. Please convey to Professor Chamberlin my highest personal regard for him, both as a man and a philosopher.

If I may assume to speak officially, as secretary of the Geological Society, I believe that I voice the sentiment of every fellow of the society in sending him sincere and hearty greeting and congratulation. May he be spared so long to life and labor that this bust will be too youthful, and we shall have to make another.

HERMAN L. FAIRCHILD.

ROCHESTER, N. Y.,
February 3, 1903.

FROM MR. BAILEY WILLIS, OF THE UNITED STATES GEOLOGICAL SURVEY.

With great pleasure and high appreciation of the opportunity, I join in the testimonial to Professor Chamberlin.

To others, his fortunate associates in state and university work, I must leave the opportunity to say how great have been his services as an organ-

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izer and administrator. To the pupils who have been privileged to listen to his suggestive discussions of geologic facts and history I might leave the expression of that interest which the subject acquires through his broad grasp and penetrating thought; but I would not place myself outside their circle, although mine has been rather the relation of an associate seeking to follow, than of a pupil needing to be interested.

When I came to know Professor Chamberlin, it was to realize that he had preceded me in the course of geologic research upon which I had entered, and to recognize that his master-mind had cleared the way far beyond any conceptions of fact or theory which I had been able to attain. The light thrown upon difficult problems by his published works was enhanced through the inspiration drawn from personal intercourse with him, and through the searchlight of his imagination vistas of the remote past were seen to offer a prospect fascinating as that of a distant mountain range.

The author of the method of multiple hypotheses has taught us that there are idle hypotheses and working hypotheses; has shown us how, through the scientific use of the imagination, we should frame those that may work, and how, through the exact application of facts, we can submit them to rigorous tests. Few investigators have thus in like degree combined the abilities which separately characterized Tyndall and Huxley. No other since Darwin has equally advanced our science through the development of broad and fruitful theories.

In the great advance which geology has made in the last quarter of a century Chamberlin stands forth among the foremost of investigators and first among philosophers.

It is with the profound hope that he may long enjoy that greatest privilege of the scientific man, to advance knowledge, that I close this expression of appreciation of his services to science and of recognition of my own great indebtedness to him.

WASHINGTON, D. C., February 6, 1903. BAILEY WILLIS.

ADDRESS OF DR. BAIN.

It is a distinct pleasure to take part in this presentation, and it is an added pleasure to appear as the representative of the graduates of this department. As yet there have been few graduated, and the life of the department has been in all so brief that those graduating have not had opportunity to take the final place in the geologic world which we hope they may attain. It is pleasant, however, to be able to say that, without exception, they have found places of usefulness and in some cases already of distinction. Chicago being situated in the midst of the the busy West, and the students coming, as they do, in the main from the unmoneyed ranks, a rather large proportion of bright men have been forced to leave the department, in part temporarily and in part permanently, with their academic career incomplete. In judging, therefore, the work of the department, these men must be taken into account, and I am sure that today they would be as desirous as any graduate to be counted in this gathering. In speaking for them as for the graduates, I say—and I say it with a full heart and no reservations—that we bring to this presentation a tribute of respect, admiration, and love for Professor Chamberlin.

The relation of professor to student is an ill-defined but peculiarly close one, affecting for good or evil the whole after-course of the student's career. The nature of that relation depends almost wholly on the attitude of the professor. He may, within bounds, assume altogether the attitude of oracle and fountain of wisdom; a living encyclopædia to be consulted as impersonally as the *Britannica* or the *Webster*. He may be the martinet and disciplinarian, assuming that students are the very incarnation of original sin and that his chief duty is to keep them from the development of their natural bent. He may be an intellectual forcing-machine, feeding his students with prepared foods of knowledge administered at regular hours and followed, rather than preceded, by the proper number of shakings under the

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guise of examinations. He may be so concerned with the art of teaching that he has never learned the things he is to teach. He may be all this and much more besides; but as one of the students I am profoundly grateful that Professor Chamberlin is none of them. To us, at least, he is the greater teacher because he does not teach; because he is so full of his subject that he radiates knowledge rather than presents it to students; because he is so busy acquiring and testing knowledge that he has no time to make up pink and white pellets for students to swallow; because he approaches all subjects with such mental candor and clearness of vision that it is to him the only method of approach, and hence formal schemes of pedagogy and the arts and tricks of the professional teacher have no place in his work.

In the training of graduate students at least, I conceive that it is not so important that the student should obtain a complete view of the subject; not so important that he should travel an easy upward plane along a road carefully prepared to the end that difficult places may be reached only after easier ones are surmounted; not so important that he should waste no time, as it is that he should acquire the art of doing things; that he should become an effective man with real creative power. His student days are the days of all others when he must learn to go unprepared to the solution of difficult problems; when he must know what it is to find new methods and to search for elusive data. In life, problems do not arrange themselves along easy grades. In his first work after graduation the student may find his most difficult and complex problem in stratigraphy, physiography, or ore deposition. While a student, he has at hand the counsel and guidance of older men; of mature, experienced investigators; and it is then that by using them he may learn to do without them.

It is this sort of help that the students have had from Professor Chamberlin, and it is a striking tribute, I think, to his work that his formal lectures have appealed to the same students year after year so long as some of them have remained in the department. Though formal and systematic, they are so new each year and so fully epitomize recent advanced geologic thought, that one man, I understand, by preference took the same course for four successive years.

It is outside the class-room, however, in informal consultation or the still less formal field trips, that Professor Chamberlin gives the most to his students. Whether it be in the formulation of a hypothesis as method of attack of a geologic problem, or in the prescription of a household remedy for an aching stomach, the citing of literature helpful in following out and testing a hypothesis, or the friendly counsel of a man of affairs as to finances, or even in occasional domestic problems and griefs, he is at all points that "philosopher, guide, and friend" who stimulates not only to scientific work, but to right living and clear thinking.

So in conclusion, as a student and a representative of students, I count it a privilege to join in this tribute to Professor Chamberlin now, while he is with us; a beautiful contrast to the usual policy of silence in life with over-praise after death.

ADDRESS OF PROFESSOR SALISBURY.

It is pleasant to the members of the department to hear the expressions of appreciation from other geologists concerning our head. In this appreciation we share most cordially. You have heard how highly even those whose personal contact with him has not been intimate appreciate his personal qualities, but it is we who have lived and worked with him on terms of intimacy who best know and appreciate his character and his administrative strength. We know better than others can his uniform consideration and his unparalleled generosity in all things pertaining to our common work and our common interests. In these respects I have never known his superior, and rarely his equal. Such is the feeling which he inspires in those who have worked with him as assistants

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that they have sometimes declined to become officially independent of him, even when opportunity has offered. This is a rare tribute.

The appreciation of Professor Chamberlin as a man and as a geologist has been somewhat fully expressed. I should like to emphasize, in addition, his great qualities as an educational leader. I think it safe to say that no man ever did more for an established institution of learning in five years than he did for the University of Wisconsin during the five years of his presidency. When he left that institution, one of the keenest men of his faculty said, "He is the greatest university president the interior has produced;" and this was, I think, the general sentiment of the institution. His great work there may be said to have consisted (1) in increasing the efficiency of the internal organization and instructional work; (2) in promoting investigation in the university; (3) in bringing about a thoroughly wholesome moral attitude of the student body; and (4) in bringing the university into vital touch with the public schools of the state, and into favor with the people, at the same time that its standards and those of the high schools were raised.

It is my judgment, based on somewhat intimate knowledge of his career and of his views on education, that no man today understands the needs and the trend of education in this part of our land better than he. We have all had occasion to know both the strength of his convictions and his indomitable courage in urging them, and in putting them into execution when opportunity has offered. Some of us have seen his views, opposed at first as heretical, accepted later as orthodox, and some of us expect to live to see the same thing happen again.

Had the bust of Professor Chamberlin been presented to the University in honor of his educational work, it would hardly have been less fitting than its presentation in honor of his work as a geologist.

We of the department are doubly grateful to Professor Branner and those who were associated with him for the honor conferred on Professor Chamberlin, on the department of which he is the beloved head, and on our University.

PROFESSOR CHAMBERLIN'S RESPONSE.

At the conclusion of the above program, Professor Chamberlin was called for, and responded as follows:

It is quite impossible for me to express in any fitting way the feelings that arise in response to this very unusual honor. I was surprised when the request—put in the jocular form of command—to sit to Mr. Taft, came to me. I have not ceased to be surprised ever since, and I am more surprised today at the terms that have been used in this presentation. If there have been two things that have been supreme objects of aspiration to me on the professional side, they are the desire to develop and present some truths that shall live as long as man shall have need of truths; and the other, that I may touch by some small measure of inspiration young minds with longer lives and with better preparation for the work of the future than are granted to me. My students and my colleagues know that as a result of my studies I make no limited estimate or forecast of the future of the earth and of its possibilities, of the future of man and his great development. I see no early and final winter; I see no portending calamity to this earth. I see a possibility, a probability, almost a certainty, of millions of years of human endurance on the earth; and, in view of that fact, when I recognize that every truth lives and works every day and every hour, by night and by day, I feel that, even though a small truth be brought forth and sent upon its mission, in the long ages in which it has to work it cannot but do great things. And when I think of the influences which young men and young women, coming to the active spheres of life with greater advantages than those of us of the past have had, will exert in the fulness of time; when I realize that they will be able to transmit to others, and these to others, and to others still, the measure of thought that comes to

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them — though I realize that all this must lose its personal relationship to its author and must be submerged in the common flood of influences that will commingle with it as time goes on — yet, it is a pleasant and inspiring thought that these, too, shall work and that the truth sown shall be fruitful as long as man walks upon the earth. It is especially grateful to me to hear today from my colleagues in science, from those whose judgment I must respect, such expressions regarding the scientific investigations which I have been permitted to make. It is also especially gratifying to hear the expressions of appreciation of those whom I have been privileged to lead in the early paths of truth. I cannot express all that I would. I hope that you will take my wish in place of my inability.

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PHILOSOPHY AND EDUCATION.

CONTRIBUTIONS TO PHILOSOPHY.

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Vol. III, No. 1. *The Functional versus the Representational Theories of Knowledge in Locke's Essay.* By Addison W. Moore. 67 pp., royal 8vo, paper, net, 35 cents; postpaid, 39 cents.

CONTRIBUTIONS TO EDUCATION.

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No. 6. *Some Types of Modern Educational Theory.* By Ella Flagg Young. 80 pp., 12mo, paper, net, 25 cents; postpaid, 28 cents.

PUBLICATIONS OF THE NATIONAL SOCIETY FOR THE SCIENTIFIC STUDY OF EDUCATION (FORMERLY THE NATIONAL HERBART SOCIETY).

Second Yearbook, 1903, Part I. Contents: "The Course of Study in History in the Common School," discussed by Emily J. Rice, Charles A. McMurry, Isabel Lawrence, Edward C. Page, and Frank McMurry. 58 pp., 8vo, net, 50 cents; postpaid, 53 cents.

[1] See UNIVERSITY RECORD, Vol. VI, No. 48, March, 1902, pp. 367, 368.

The University Press is now the publisher and business agent for the publications of the National Society for the Scientific Study of Education, and is also the selling agent for the six *Yearbooks* and *Supplements* already issued by the society.

On the Genesis of the Æsthetic Categories. By James Hayden Tufts. Preprint from "The University of Chicago Decennial Publications," First Series, Vol. III, Part II. 14 pp., 4to, paper, net, 25 cents; postpaid, 27 cents.

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LANGUAGES.

Assyrian and Babylonian Letters Belonging to the Kouyunjik Collections of the British Museum. Edited by Robert Francis Harper. Part VI, xv pp. + 120 plates of texts, 8vo, cloth, net, $6; postpaid, $6.12. Part VII, xv pp. + 120 plates of texts, 8vo, cloth, net, $6; postpaid, $6.12. Part VIII, "The University of Chicago Decennial Publications," Second Series, Vol. V. xxx pp. + 120 plates of texts, 8vo, cloth, net, $6; postpaid, $6.12.

La Perfecta Casada, por el Maestro F. Luys de Leon. Texto del Siglo XVI. Reimpresión de la tercera edición, con variantes de la primera, y un prólogo. Por Elizabeth Wallace. "The University of Chicago Decennial Publications," Second Series, Vol. VI. xxvii + 119 pp., 8vo, cloth, net, $1.50; postpaid, $1.58.

(1) *A Greek Hand Mirror in the Art Institute of Chicago;* (2) *A Cantharus from the Factory of Brygos in the Boston Museum of Fine Arts.* By Frank Bigelow Tarbell. With illustrations. Preprint from "The University of Chicago Decennial Publications," First Series, Vol. VI. 11 pp., 4to, paper, net, 25 cents; postpaid, 27 cents.

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Concerning the Modern German Relatives, Das and Was, in Clauses Dependent Upon Substantivized Adjectives. By Starr W. Cutting. Preprint from "The University of Chicago Decennial Publications," First Series, Vol. VII. 21 pp., 4to, paper, net, 25 cents; postpaid, 28 cents.

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The Proconsulate of Julius Agricola in Relation to History and to Encomium. By George Lincoln Hendrickson. Preprint from "The University of Chicago Decennial Publications," First Series, Vol. VI. 32 pp., 4to, paper, net, 50 cents; postpaid, 54 cents.

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The Life and Repentaunce of Marie Magdalene, by Lewis Wager. A morality play reprinted from the original edition of 1566–67, edited, with an Introduction, Notes, and Glossarial Index, by Frederic Ives Carpenter. "The University of Chicago Decennial Publications," Second Series, Vol. I.

"'This is a worthy first volume of the second series of 'The Decennial Publications of the Chicago University.' Mr. Carpenter has reprinted the play from the original edition of 1566–67 and has enriched the old text of Lewis Wager with luminous notes and a valuable glossarial index. To every student of English literature in general and of the English drama in particular this glimpse of our stage in its swaddling-clothes should be of the greatest interest and worth." —Philadelphia *Sunday Press*, Philadelphia, Pa.

On the Text of Chaucer's Parlement of Foules. By Eleanor Prescott Hammond. Preprint from "The University of Chicago Decennial Publications," First Series, Vol. VII. 25 pp., 4to, paper, net, 50 cents; postpaid, 53 cents.

What Has Become of Shakespeare's Play "Love's Labour's Won?" By Albert Harris Tolman. Preprint from "The University of Chicago Decennial Publications," First Series, Vol. VII. 33 pp., 4to, paper, net, 50 cents; postpaid, 54 cents.

The Poems of Anne Countess of Winchilsea. Edited with Introduction and Notes, by Myra Reynolds. "The University of Chicago Decennial Publications," Second Series, Vol. IV. cxxx + 434 pp., 8vo, cloth, net, $3; postpaid $3.25.

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STUDIES IN CLASSICAL PHILOLOGY.

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The Second Bank of the United States. By Ralph C. H. Catterall. "The University of Chicago Decennial Publications," Second Series, Vol. II. 538 pp., 8vo, cloth, net, $3; postpaid $3.20.

"*The Second Bank of the United States*, by Ralph C. H. Catterall, is a valuable contribution to our knowledge of the men and movements of the time. While friendly in the extreme to the bank and evidently out of sympathy with the political party which led to its downfall, Mr. Catterall by no means minifies the general conduct of the banks and bankers of the country not connected with the Bank of the United States in refusing to aid the nation during its struggles with England in the war of 1812, out of which the second bank had its birth, and to assist in the attempts, too often based on ignorance of all true banking principles, to found a stable currency by the government."—Chicago *Daily News.*

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Quantitative Classification of Igneous Rocks. By Whitman Cross, Joseph P. Iddings, Louis V. Pirsson, and Henry S. Washington, with an introductory review of the "Development of Systematic Petrography in the Nineteenth Century," by Whitman Cross. 286 pp., 8vo, cloth, net, $1.75; postpaid, $1.89.

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NECROLOGY.[1]

ALFRED WILLIAM STRATTON.

American scholars, especially of the younger generation, as well as his many warm friends in Canada and the United States, have heard or read, with a great shock, of the recent death of

[1] Reprinted, by permission of the editor, from the *American Journal of Philology*, Vol. XXIII, No. 3.

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Professor Alfred William Stratton in India. He died at the early age of thirty-eight, at Gulmarg in Kashmir, on August 23 of the present year (1902). With his death comes to an end one of the most hopeful, interesting, and useful careers ever entered upon by an American scholar.

Professor Stratton was a Canadian by birth, was graduated in 1887 in the University of Toronto, and for some years after taught the classics in the Hamilton Collegiate Institute. In 1892 he came to the Johns Hopkins University as a student of Sanskrit and comparative philology, was appointed fellow in 1893, and promoted to the degree of doctor of philosophy in 1895. As he entered these studies through the door of the classics, his dissertation occupied middle ground between Greek and comparative philology. He felt induced very early in his studies to collect, on a scale as exhaustive as possible, the materials for a complete history of Greek noun-formation, in other words, the history of the Greek noun-suffixes. The dissertation which he presented, "the first of a series of papers in which I hope to present an account of the history of noun-formation in Greek," dealt with the most important *m*-suffixes (*-mo-*, *-meno-*, *-men-*, and *-mn̥to-*); it was published in the second volume of the University of Chicago series entitled "Studies in Classical Philology" (1899, Vol. II, pp. 115–243). The little book made its mark: it is by far the most exhaustive and penetrating treatment of a chapter in Greek noun-formation that has yet been made. A complete history of the whole subject along Stratton's lines of research would be an invaluable contribution to the history of Greek grammar, as well as to the comparative grammar of the Indo-European languages.

Soon after taking his degree he was appointed Assistant, and later Associate, in Sanskrit at the University of Chicago; there he remained, a successful teacher and investigator, until the year 1899.

At that time the combined position of principal of the Oriental College at Lahore and registrar of the Panjab University became vacant. The incumbent of that position, the famous Indologist M. A. Stein, had accepted the post of principal of the Madrassah in Calcutta; I was called upon to suggest a successor. It was pleasant to be able to recommend without the least reserve such a man as Dr. Stratton; he was duly appointed to the difficult, responsible, and rewardful post. The duties of the position were to administer the affairs of higher education in the Panjab, and at the same time to manage the Oriental College of the university and to lecture on Sanskrit and comparative philology. With characteristic breadth and thoroughness Stratton set about to meet the needs of his offices. The teachers of the Oriental College are all natives, the students very largely so. It was necessary to converse fluently in Sanskrit with the Pandits, and to be able to lecture in Hindustani or Urdu, the *lingua franca* of north India. At the time of his death these things had ceased to be problems for Stratton; and the ardent labor and close application necessary for such accomplishments may readily be imagined, considering that he was during the same time what we should call the president of the entire Panjab University.

Large plans for ultimate researches were not wanting during these brief years. At the Johns Hopkins University he had conceived the plan of an exhaustive bibliography of the Upanishads. These highly interesting theosophic treatises, indefinitely numerous in their variety and nomenclature, published singly and in collections both in India and in Europe, required the ordering hand of a sound scholar. This work was continued in Chicago, and the ultimate completion of it seemed secure. North India is the home of the Vedic school of the Kathas, and Stratton's studies led him constantly to the search of materials for the ultimate publication of the Sūtras of this school. A good paper of an archæological character, on a recently excavated sculpture of the Buddhist goddess Hāritī, was read at the last meeting, in April, 1902, of the American Ori-

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ental Society, and will be published in the forthcoming volume of its Journal.

In July of the present year (1902) he left Lahore for his vacation in Kashmir; he appeared to be well, though overworked and weakened by the heat of the north Indian summer, the hottest summer of any civilized country. The second day after reaching the mountains he fell ill of Malta fever, died, and was buried at Gulmarg. His wife was with him until the end came; there are no children.

Indian science has lost through his death one of its most promising workers; those who knew him best, a friend and companion of singular attractiveness of character. He was destined to become a large scholar, but without the least accompanying touch of self-seeking or aggressiveness. Gentle, amiable, and devoted, he will be remembered, I think, with affection and admiration by everyone who knew him in the course of his brief but varied career.

MAURICE BLOOMFIELD.

THE ALUMNI.

NOTES AND COMMUNICATIONS.

W. J. McDowell, '02, is with McDowell, Stocker & Co., of Chicago.

William D. Hammers, '66, is a rice farmer in Chambers county, Tex.

Florence D. Miller, '02, is teacher of English in the Elgin High School.

William P. Drew, '97, is assistant in Greek in the University of California.

Guy D. Smith, '01, is principal of the St. Joseph (Mich.) High School.

Haywood J. Pearce, A.M. '01, is president of Breman College, Gainesville, Ga.

Robert S. McClure, '00, is a practicing attorney with office at 107 Dearborn street.

John S. Lewis, Jr., '96, is associate editor of the *Montreal Star*, Montreal, Can.

Horace R. Dougherty, '96, is vice-president of the Title & Trust Co., of Peoria, Ill.

Robert L. Kelly, Ph.M. '00, is acting president of Earlham College, Richmond, Ind.

Walter T. McCaleb, Ph.D. '01, is literary editor for Dodd, Mead & Co., of New York.

Byron B. Smith, '99, is sales superintendent for the San Marcos Rubber Plantation Co.

William F. Harding, Ph.M. '95, is teacher of history in the Ogden (Utah) High School.

Edgar B. Tolman, '80, is attorney for the Board of Local Improvements in Chicago.

Jesse D. Burks, Ph.B. '93, is acting principal of Speyer School, Teachers College, New York.

Lucia H. Ray, Ph.M. '00, is teacher of English in the Shortridge High School, Indianapolis, Ind.

Ralph H. Hobart, '96, is special agent for the Northwestern Mutual Life Insurance Co., of Milwaukee.

Clarence L. Holtzman, S.M. '01, is professor of biology and geology in Penn College, Oskaloosa, Ia.

Ralph H. Rice '01, is instructor in electrical engineering in the Armour Institute of Technology, Chicago.

Hester D. Jenkins, Ph.M. '97, is professor of English in the American College for Girls at Constantinople.

Roy Vernon, '01, former captain of the baseball team, is at Springfield as staff correspondent for the *Daily News*.

Alumni will be interested to know that Murdock A. MacLean, for a number of years head of the Bureau of Information, has been appointed superintendent of buildings and grounds at the University.

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Herman E. Bulkley, '01, is assistant manager of city sales department of the Great Western Cereal Co., Chicago.

Henry F. Fuller, A.B. '83, is candidate for holy orders in the American Catholic Church (commonly called Episcopal).

Xenophon Kalamatiano, '03, has been appointed instructor in German and French in the Racine (Wis.) Academy for Boys.

Paul G. Wooley, '96, who received his M.D degree from the Johns Hopkins University, is United States pathologist in the Philippines.

Harry F. Bain, Ph.D. '97, was one of the speakers at the recent unveiling of the bust of Professor T. C. Chamberlin in Walker Museum.

The owners and editor of *The Courier*, of Evansville, Ind., are Henry C. Murphy, '95, president and manager; Percy P. Carroll, '95, editor.

Illinois College, of which Clifford W. Barnes, A.M. '93, is president, has entered into affiliation with the University. The college was founded in 1829.

Spencer C. Dickerson, '97, has resigned his position in Freedman's Hospital at Washington, D. C., and entered upon the practice of medicine in New Bedford, Mass.

William H. Allen, '97, is general secretary of the New Jersey State Charities Aid Association. Mr. Allen received his Ph.D. degree from the University of Pennsylvania in 1900.

Frank B. Jewett, Ph.D. '02, is a student in electrical engineering at the Massachusetts Institute of Technology, preparatory to taking an important position with a large manufacturing firm.

Three alumni are connected with the Illinois Life Insurance Co: Raymond W. Stevens, '96, as vice-president; Oswald J. Arnold, '97, as secretary; and Harry W. Stone, '96, as treasurer.

Memorial services in honor of Charles Lindsey Burroughs, A.B. '99, were held in Haskell Assembly Hall Sunday afternoon, February 8, in the presence of relatives, fraternity brothers, and friends.

Allen T. Burns, '97, has been appointed a member of the Cook County Civic Council to serve one year. Mr. Burns' excellent work in the new settlement in the Stock Yards district has made him prominent among the social workers in the city.

The annual banquets of three of the alumni clubs will take place in the near future: the New England Club at Boston, the Eastern Club at New York, and the Nebraska Club at Lincoln. President Harper will be the guest of honor at the first two; Professor J. M. Coulter, at the Nebraska banquet.

Members of the Chicago Alumni Club met at the Bismarck on Saturday, February 14, to consider plans of securing a large attendance of local alumni at the University banquet to be held Saturday, March 14, at the Auditorium. A committee of twenty-five was appointed, and each member pledged himself to see at least ten men and urge their attendance.

Three volumes of the "Decennial Publications" have appeared this month. They are *The Second Bank of the United States*, by Ralph C. H. Catterall, Ph.D. '03; *The Poems of Anne Countess of Winchilsea*, by Myra Reynolds, Ph.D. '95; and *Assyrian and Babylonian Letters Belonging to the Kouyunjik Collection of the British Museum*, by Robert F. Harper, A.B. '83.

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THE UNIVERSITY ADDRESS LIST.

Corrections and additions made since the publication of the list, November 1, 1902.

NAME.	ADDRESS.
Mr. and Mrs. Charles Reid Barnes,	5738 Monroe av.
Mr. and Mrs. L. A. Crandall,	3983 Drexel boul.
Mr. and Mrs. John Cummings,	5703 Monroe av.
Mr. and Mrs. Starr Willard Cutting,	5336 Ellis av.
Mr. and Mrs. Charles B. Davenport,	367 E. 58th st.
Mr. M. S. Dunn,	Hayes Hotel, Lexington av. and 64th st.
Mr. and Mrs. Horace S. Fiske,	344 E. 57th st.
Mr. and Mrs. Wallace Heckman,	4505 Ellis av.
Miss Mary Hefferan,	5520 Woodlawn av.
Miss Ida Cassa Heffron,	7147 Wentworth av.
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Mr. and Mrs. Carl Kinsley,	5344 Greenwood av.
Mr. and Mrs. Elias Potter Lyon,	6153 Ellis av.
Mr. Murdoch Haddon McLean, mother, and sisters,	358 E. 57th st.
Mr. and Mrs. Robert Andrews Millikan,	6021 Woodlawn av.
Mr. William Vaughn Moody,	31 North Hall.
Mr. and Mrs. Robert Keable Row,	5535 Jackson av.
Mr. and Mrs. Frederick William Schenk,	5558 Lexington av.
Mr. Hans M. Schmidt-Wartenburg,	5520 Woodlawn av.
Mr. and Mrs. Martin Schütze,	344 E. 57th st.
Mr. and Mrs. F. A. Smith,	87 Rush st.
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THE UNIVERSITY RECORD

OF

THE UNIVERSITY OF CHICAGO

FOUNDED BY JOHN D. ROCKEFELLER

Vol. VII MARCH, 1903 No. 11

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VOLUME VII NUMBER 11

UNIVERSITY RECORD

MARCH, 1903

THE FORTY-FIFTH UNIVERSITY CONVOCATION.

The Forty-fifth University Convocation was held in Studebaker Theater on Tuesday, March 17, 1903, a large audience being present. After prayer by the Convocation Chaplain, Rev. William Lawrence, D.D., pastor of the Second Baptist Church of Chicago, the Convocation address was delivered by Rev. Frank W. Gunsaulus, D.D., the president of the Armour Institute of Technology, his subject being "The Heroism of Scholarship."

The President then gave an outline of his Quarterly Statement on the condition of the University, in which he made brief reference to the various subjects, to be treated at length in printed form.

The awarding of honors was then announced, nine students receiving honorable mention for excellence in the work of the Junior Colleges, eleven for excellence in the work of the Senior Colleges, and four receiving special honors for excellence in particular departments.

The degrees were then conferred as follows:

The title of Associate upon thirty-six students, the degree of Bachelor of Arts upon fourteen, that of Bachelor of Philosophy upon thirteen, and that of Bachelor of Science upon five.

Divinity School degrees included two of Bachelor of Divinity and one of Master of Arts.

In the Graduate Schools the degree of Master of Arts was conferred upon two students. The degree of Doctor of Philosophy was conferred upon the following students: Henrietta Katherine Becker, William Albert Hamilton, Mary Hefferan, Charles Ingbert, William J. Moenkhaus, Henry Tabor Upson, Franklin Pierce Ramsay, John Broadus Watson, Harry Gideon Wells.

A special feature of the Convocation was the conferring of the honorary degree of Doctor of Laws upon M. Jean Jules Jusserand, the Ambassador of the French Republic to the United States. In conferring the degree President Harper said:

> Jean Jules Jusserand: Ambassador to the United States from the Republic of France; distinguished diplomat; accomplished public servant; scholar and historian of literature combining exactness of method and sureness of result with finished literary art and Gallic grace of style; representative and exponent of the finest traditions and the ripest accomplishments of French philological and historical studies; leader in the group of French writers and investigators who in recent years have illuminated the history and criticism of English literature and of international literary relations; author of monographs dealing with mediæval life in England, with the work of Langland, with Shakespeare in France, with the history of the drama and of the novel; upon you, especially for your contributions to the literary history of the English people to the time of the Renaissance, to the history of the early English drama, and to the history of the beginnings of the English novel: By the authority of the Board of Trustees of the University of Chicago, and upon nomination of the University Senate, I confer the degree of Doctor of Laws of this University, with all the rights and privileges appertaining thereunto.

After the applause which greeted the conferring of this degree had subsided, the Ambassador made a brief address expressing his appreciation of the honor which had been conferred upon him by the University.

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THE CONGREGATION DINNER.

One of the most successful social assemblages in the history of the University of Chicago was on the occasion of the dinner held at the Auditorium Hotel on Saturday evening, March 14, 1903, when over 600 representatives of the University met together, comprising Trustees, Instructors, Alumni, and those connected with the Affiliated Schools. The guests met in the Assembly Room on the tenth floor of the Fine Arts Building, and thence proceeded to the large dining-room of the Auditorium, where, owing to the elaborate preparations of the committee, seats were quickly found. The official guests of the evening, most of whom were seated at a special table of honor, were the following: M. Jusserand, the French ambassador, and Mme. Jusserand; M. Henri Merou, French Consul, and Mrs. Merou; Professor Henry Van Dyke; President Frank W. Gunsaulus and Miss Gunsaulus; Mr. Z. P. Brosseau, local president of the "Alliance Française," and Mrs. Brosseau; Mr. Wallace Heckman, the newly appointed Counselor and Business Manager, and Mrs. Heckman; Mr. James Gamble Rogers, the architect of the School of Education, and Mrs. Rogers; Mr. Charles Henrotin and Mrs. Henrotin; Mr. Hobart Chatfield Chatfield-Taylor; Miss Helen Culver; Miss Martha French; Mr. George N. Carman, dean of Lewis Institute, and Mrs. Carman; Mr. N. C. Dougherty; Dr. J. Spencer Dickerson, editor of the *Standard*, and Mrs. Dickerson; Mr. Charles R. Crane and Mrs. Crane; Mr. Charles Page Bryan, United States Minister to Portugal; Professor James Richard Jewett; Mrs. W. R. Harper; Dean Judson and Mrs. Judson; and Professor Lewellys F. Barker. In addition to these, all the candidates for degrees were present.

After the dinner had been served, the Toastmaster, Professor Barker, Vice-President of the University Congregation, introduced as speakers, the French ambassador, M. Jusserand; the Convocation Orator, Dr. Gunsaulus; the University Preacher, Dr. Henry Van Dyke; and the representative of the University, Dean Judson, who was called upon to take the place assigned to President Harper, who, because of a railroad accident had been unable to reach Chicago in time for the dinner.

The occasion was one long to be remembered in the history of the University, and reflected the greatest credit upon the committee which had the matter in charge, and which had given to it so large an amount of careful planning.

THE FACULTIES.

Professor Donaldson was elected president of the Chicago Neurological Society for 1903.

Professor W. S. Jackman was elected president of the National Society for the Scientific Study of Education.

Dr. S. Hatai, Assistant in Neurology, has been elected to membership in the Chicago Neurological Society.

Professor C. R. Barnes has been elected president of the Botanical Society of America for the year 1903–4.

Assistant Professor Ingres received from the government of France the title of Officier d' Académie.

Associate Professor Breasted will resume his work in the University after an absence of six months in Europe.

Professor John M. Coulter will be absent in Europe during the Spring, Summer, and Autumn Quarters of the present year.

Professor James Richard Jewett enters upon his work as Professor of the Arabic Language and Literature, in the Semitic Department, April 1.

Dr. Waldemar Koch, Assistant in Pharmacology, leaves, at the end of the quarter for six months' work in Schmiedeberg's laboratory in Strassburg. Dr. Koch will also visit the leading physiological and pharmacological laboratories in Europe, including Pawlow's in St. Petersburg.

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Dr. Oscar L. Triggs is a co-editor of the *Complete Writings* of Whitman, to be published, in ten volumes, by Putnam's Sons, New York.

Mr. C. O. Taylor, a former Fellow in Psychology and Philosophy has been appointed to an instructorship in Psychology in the Cook County Normal School.

Mr. C. D. Howe, a Fellow in Botany, delivered a series of lectures on forestry problems in various parts of Vermont, during January and February, under the auspices of the University of Vermont.

Professor Donaldson represented the Northwestern Alumni Association of the Johns Hopkins University at the meeting of the alumni of the Johns Hopkins University at Baltimore, February 23, 1903.

Professor A. W. Small was appointed vice-president, and one of the three members of the Organizing Committee of the World's Congress of Arts and Science in connection with the Louisiana Purchase Exposition.

Professor J. B. Overton, Ph.D. ('02, the University), on a grant from the Carnegie Institution, will spend the next collegiate year in study at the University of Bonn, upon special invitation of Professor Eduard Strasburger, the director of the Botanical Institute.

Associate Professor Angell was appointed a member of the Council of the American Psychological Association. He has also accepted an appointment on the staff of the University of California for the Summer Quarter, 1903.

Mr. George H. Shull, Fellow in Botany, who was last summer conducting investigations for the Department of Agriculture on the food plants of wild ducks in the Chesapeake Bay, has been asked by the department to continue his investigations on this subject during the months of March and April. He will accordingly be absent from the University during the Spring Quarter, but will resume his work here at the opening of the Summer Quarter.

President Harper was elected president of the Association of American Universities, December, 1902. He has also been elected a director of the American Oriental Society.

Dr. W. A. Beatty, Ph.D., '02, received an appointment as research chemist for Colgate & Co., New York. Since October 1 the department of Chemistry has received about twenty requests for nominees to fill teaching and technical positions. It has been unable to fill any of these, as all candidates (seventeen) for such positions were provided for by September 1.

Dr. Eleanor P. Hammond has accepted the editorship of the volume on Gower, Hoccleve, and Lydgate for the "Belles Lettres Series," under the general editorship of Professor Ewald Flügel, of Leland Stanford Jr. University, and leaves for England at the close of the current Quarter to execute the manuscript collations for that work and for the continuance of investigation toward the genealogy of the texts of Chaucer's minor poems, a preliminary study for which has appeared in the *Decennial Publications* of the University.

Of the Addresses and Public Lectures delivered by members of the Faculties, the following are noted:

Angell, James R., "Psychology of Imagination," Kemper Hall, Kenosha, Wis., Feb. 21.

Coulter, J. M., "Elements of Power," Founder's Day Address, Eureka College, Feb. 6; "Some Problems in Education," Eastern Illinois Teachers' Association, Shelbyville, Feb. 13; "Plant Societies," Pittsburg Academy of Sciences, Pittsburg, Pa., Feb. 19.

Epsteen, S., "Determination of the Group of Rationality of a Linear Differential Equation," Chicago Section of the American Mathematical Society, Jan. 2.

Harper, W. R., "The Scope and Purpose of the Religious Education," Convention of the Religious Education Association, Chicago, Ill., Feb. 21.

Henderson, C. R., "Social Progress in Rural Communities," Illinois State Farmers' Institute, Bloomington, Feb. 26; "The Pinch of Poverty," Lewis Institute, Feb. 13.

Jackman, W. S., "The Elementary Course of Study," Wisconsin State Teachers' Association, Dec. 29; five addresses on "Nature Study in the Common Schools

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before the Nebraska State Teachers' Association, Dec. 31, Jan. 1; ten addresses on "Studies in the Elementary Curriculum," County Institute, Harrison, O., Aug. 25–29.

Laughlin, J. L., "Address at the Memorial Service of Mrs. Alice Freeman Palmer," Art Institute.

Locke, G. H., "The Meaning of Education," Bloomington, Ill., Jan. 30; "Manual Training in a Western Town," Syracuse, N. Y., Dec. 1; "The School Curriculum," Williamsport, Ind., Nov. 1; "The Social Influence of the Teacher," Shelbyville, Ill., Feb. 14; "Education and Life," Englewood Woman's Club, March 16; "Educational Problems in the Southern States," University of Mississippi, Nov. 5.

Millikan, R. A., "Recent Developments in the Electron Theory," Western Association of Physics Teachers, Feb. 14.

Moulton, F. R., "The Nebular Hypothesis," Peoria, Ill., Jan. 23.

Price, I. M., "The Environment of the Ancient Hebrews," Ohio Baptist Anniversary, Elyria, O., Oct. 21; "The Discovery and Decipherment of the Monuments," Independent Order of B'nai B'rith, Chicago, Jan. 14; "Discoveries at Susa, and the Palace of Queen Esther," the First Baptist Church, Englewood, Chicago.

Shepardson, F. W., "Development of the American Colonies," Sans Souci Club, Riverside, Ill., Feb. 26; "George Washington," Hyde Park Baptist Church, Chicago, Feb. 22.

Sloanaker, J. R., "Pearl Buttons and How They Are Made." Chicago Academy of Sciences, March 20; "Birds and Their Nests," Hull House, Feb. 8.

Smith, G. B., "Some Unsolved Problems of Modern Christianity," Wisconsin State Baptist Convention, Oct. 7.

Stieglitz, J., "The Present Theories of Indicators," Chicago Section of the American Chemical Society, Feb. 18.

Thompson, J. W., "Sir Thomas More's *Utopia*," Henry George Association of Chicago, Feb. 8; "Monks, Monasteries, and Manuscripts," the Woman's Auxiliary, Sinai Temple, Chicago, Feb. 3.

Triggs, O. L., "The Modern Drama," Wicker Park, Chicago, Nov. 20; "Art and the School," Steinway Hall, Oct. 6; "Industrial Education," Schiller Building, Dec. 5; "Municipal Art" and "The Community Spirit," Fine Arts Building, Feb. 14 and 28; "William Morris," Masonic Temple, Feb. 29.

Young, Mrs. Ella Flagg, delivered at Los Angeles, Calif., the following three addresses: "Education," "Habit," "Social Progression in Childhood," Dec. 29, 30, and 31.

Young, J. W. A., "What is the Laboratory Method of Teaching Mathematics?" the Association of Teachers of Mathematics of the Chicago High Schools, March 3.

The following lectures by members of the Faculties were delivered under the auspices of the Chicago Academy of Sciences in the Assembly Hall of the Matthew Laflin Memorial Building, Lincoln Park: "The Development of the Chick," by W. L. Tower; "Forest and Lumbering Operations in the West," by Harry N. Whitford; "The English Sparrow," by J. R. Sloanaker.

Of the eight Lectures upon Science and Travel arranged by the Field Columbian Museum in its Nineteenth Free Lecture Course, the following are delivered by members of the Faculties: "Diamonds and Diamond Mining," by Professor O. C. Farrington, March 14; "The English Sparrow," by J. R. Sloanaker, March 21; "A Tour of the Plant World—Japan," by Professor C. F. Millspaugh, March 28. One more lecture in this course will be delivered by a member of the Faculties: "Swimming Reptiles," by Professor S. W. Williston, April 4.

Recent Publications.[1]

BOOKS PUBLISHED BY MEMBERS OF THE FACULTIES.[2]

Burgess, Th. C., "Epideictic Literature," *University of Chicago Studies in Classical Philology*. Chicago: University of Chicago Press, 1902 (pp. ii + 89–261).

Goodspeed, George Stephen, "A History of the Babylonians and Assyrians." New York: Scribner's Sons, 1902 (pp. xiii + 422).

Herrick, Henry Martyn, "The Kingdom of God in the Writings of the Fathers." Chicago: The University of Chicago Press, 1903 (pp. 117). (*Historical and Linguistic Studies in Literature Related to the New Testament*, Series II; Linguistic and Exegetical Studies, Vol. I, Part II.)

Laughlin, J. L., "The Principles of Money." New York: Charles Scribner's Sons, 1902.

—— (and H. P. Willis), "Reciprocity." New York: The Baker & Taylor Co., 1902.

Linn, James Weber, "The Chameleon." A novel. New York: McClure, Phillips & Co., 1903.

Locke, George H., "A Bibliography of Secondary Education." Being a classified index of the *School Review*, Vols. I–X. Chicago: The University of Chicago Press, 1903 (pp. 42).

Mann, C. R., "A Manual of Advanced Optics." Chicago: Scott, Foresman & Co., 1902 (pp. 196).

Merriam, C. E., "A History of American Political Theories." New York: The Macmillan Co., 1902.

Miller, F. J., and Beeson, C. H., "Second Latin Book" (*Intercollegiate Classical Series*). Chicago: Scott, Foresman & Co., 1902 (pp. 532+112, ill., pl., maps, plans).

Millikan, R. A., "Mechanics, Molecular Physics, and Heat." Chicago: Scott, Foresman & Co., 1902 (pp. 247). "The Teaching of Physics in Lower College Classes." A pamphlet published by the same firm.

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[1] See the UNIVERSITY RECORD, September, 1902, pp. 191–95.

[2] Books and contributions by members of the Faculties published in the *University of Chicago Decennial Publications* (see this RECORD, November, 1902) and those published by the University of Chicago Press (see this RECORD, February, 1903, pp. 289–91) are not here recorded

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Moulton, F. R., "Introduction to Celestial Mechanics." New York: Macmillan Co. (pp. xv + 384).

Muss-Arnolt, W., "A Concise Dictionary of the Assyrian Language," Part 13 (pp. 769–832). Berlin: Reuther & Reichard, 1903.

Salisbury, R. D., "Glacial Geology of New Jersey." Published by the State of New Jersey, 1902 (pp. xxvii + 802; LVI plates and 102 figures).

Smith, Alexander, "Laboratory Outline of General Chemistry," second edition revised. Chicago: The University of Chicago Press, 1902 (pp. 108).

——(and E. H. Hall), "The Teaching of Chemistry and Physics." New York: Longmans, Green & Co., 1902 (pp. 377).

Williamson, H. P., "Mérimée's *Colomba*." New York: The American Book Co.

DOCTORS' THESES RECENTLY PUBLISHED.

Hellems, Fred B. R., "Lex de Imperio Vespasiani." Chicago: Scott, Foresman & Co., 1902.

Stevenson, James Henry, "Assyrian and Babylonian Contracts, with Aramaic Reference Names." *Vanderbilt University Oriental Series*. New York: American Book Co., 1902 (pp. 206).

Sturtevant, E. H., "Contraction in the Case Forms of the Latin *io-* and *iā* Stems, and of *deus*, *is*, and *idem*." Chicago: Scott, Foresman & Co., 1902.

RECENT ARTICLES BY MEMBERS OF THE FACULTIES.

Adams, W. G. S., "The Incorporation of Trade Unions—the Position of England," *Journal of Political Economy*, December.

Allen, Anne E., "Kindergarten Plan for the Spring Quarter," *Elementary School Teacher*, March.

Bailey, Thomas P., Jr., "Character-Study and Education," *Elementary School Teacher*, February.

Barnard, E. E., "Observations of the Aurora Made at the Yerkes Observatory, 1897–1902," *Astrophysical Journal*, September; "On the Change in the Focus for *Nova Persei*," *ibid.*, October; see also *ibid.*, December.

Chamberlin, T. C., "The Geologic Relations of the Human Relics of Lansing, Kansas," *Journal of Geology*, Vol. X, No. 7; "The Criteria Requisite for the Reference of Relics to a Glacial Age, *ibid.*, Vol. XI, No. 1: "The Function of Scientific Study in a True Education," *Elementary School Teacher*, February.

Copeland, Edwin B., "Chemical Stimulation and the Evolution of Carbon Dioxid," *Botanical Gazette*, February and March.

Coulter, J. M., "Botany in Elementary Schools," *Elementary School Teacher*, March.

——(and C. J. Chamberlain), "The Embryogeny of Zamia," *Botanical Gazette*, March.

Cummings, John, "The Passing of the Coal Strike," *Journal of Political Economy*, December; "Population in the Twelfth Census," *ibid.*, March.

Deratt, Viola, "An Outline of a Year's Work in History for Fourth Grade," *Elementary School Teacher*, February.

Dewey, Alice C., "The Place of the Kindergarten," *Elementary School Teacher*, January.

Donaldson, H. H., and Schoemaker, "Observations on the Post-Mortem Absorption of Water by the Spinal Cord of the Frog (*Rana virescens*)," *Journal of Comparative Neurology*, Vol. XII, No. 2, June, 1902.

Dopp, Katharine E., "Some Steps in the Evolution of Social Occupations," *Elementary School Teacher*, December, January, March.

Dunn, E. H., "On the Number and on the Relation between Diameter and Distribution of the Nerve-Fibers Innervating the Leg of the Frog (*Rana virescens brachycephala*, Cope), *Journal of Comparative Neurology*, Vol. XII, No. 4, December, 1902.

Epsteen, S., "Les groupes qui coincident avec leurs groupes adjoints," *Mathematische Annalen* (Leipzig), March, 1902; "On Integrability by Quadratures," *Bulletin of the American Mathematical Society*, December, 1902; "An Elementary Account of the Preard-Vessiot Theory," *American Mathematical Monthly*, November, 1902; "Determination of the Group of Rationality of a Linear Differential Equation," *ibid.*, January, 1903.

Fleming, Martha, "Morning Exercises," *Elementary School Teacher*, January.

Frost, Edwin B., "Wave-Lengths of Certain Lines of the Second Spectrum of Hydrogen," *Astrophysical Journal*, September; "Co-operation in Observing Radial Velocities of Selected Stars," *ibid.*, October.

——(and Walter S. Adams), "Wave-Lengths of Certain Oxygen Lines," *Astrophysical Journal*, September; "Five Stars Whose Radial Velocities Vary," *ibid.*, March.

Goodspeed, Edgar J., "The Martyrdom of Cyprian and Justa," Ethiopic Text, *The American Journal of Semitic Languages and Literatures*, January.

Gore, Willard C., "Notes on the Psychological Observation of Children," *Elementary School Teacher*, January.

Hale, George E., "Solar Research at the Yerkes Observatory," *Astrophysical Journal*, November.

Hardesty, I., "Observations on the Medulla Spinalis of the Elephant, with Some Comparative Studies of the Intumescentia Cervicalis and the Neurones of the Columna Anterior," *Journal of Comparative Neurology*, Vol. XII, No. 2, June, 1902.

Harper, W. R., "The High School of the Future," *School Review*, January.

Hatai, S., "Number and Size of the Spinal Ganglion Cells and Dorsal Root Fibers in the White Rat at Different

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Ages," *Journal of Comparative Neurology*, Vol. XII, No. 2, June, 1902; "Observations on the Developing Neurones of the Cerebral Cortex of Fœtal Cats," *ibid.*, Vol. XII, No. 2, 1902; "On the Origin of Neuroglia Tissue from the Mesoblast," *ibid.*, Vol. XII, No. 4, December, 1902; "Preliminary Note on the Presence of a New Group of Neurones in the Dorsal Roots of the Spinal Nerves of the White Rat," *Biological Bulletin*, Vol. III, No. 3, July 1902; "On the Presence in Human Embryos of an Interscapular Gland Corresponding to the So-Called Hibernating Gland of Lower Mammals," *Anatomischer Anzeiger*, Bd. XXI, Heft 14, 1902.

Henderson, C. R., "Social Conditions Affecting the Law of Domestic Life, *Proceedings of the Fourth Lake Placid Conference in Home Economics*, 1902.

Hendrickson, G. L., "The Literary Form of Horace *Serm.* I, 6 (ad Maecenatem de vita sua)," *American Journal of Philology*, Vol. XXIII, No. 4.

Hill, William, "Prosperity in Agriculture," *Journal of Political Economy*, September.

Iddings, Joseph P. (with Whitman Cross, Louis V. Pirsson, and Henry S. Washington), "A Quantitative Chemico-Mineralogical Classification and Nomenclature of Igneous Rocks," *Journal of Geology*, Vol. X, No. 6.

Ingres, Maxime, "Moeurs americaines," a series of articles published in the *Figaro*, Paris, France.

Jackman, Wilbur S., "Nature Study for the Grades," *Elementary School Teacher*, January; "Some Criteria in the Judgment of a School," *ibid.*, February; "Correlation of Mathematics," *Educational Review*, March.

Jordan, E. O., "Typhoid Fever and Water Supply in Chicago, *Journal of the American Medical Association*, Vol. XXXIX, December 20; "The Kind of Bacteria Found in Rain Water," *Journal of Hygiene*, January; "On the Nature of Pyocyanolysis," *Transactions of the Chicago Pathological Society*, November.

Langley, Elizabeth, E., and Annette Butler, "Manual Training," *Elementary School Teacher*, February.

Laughlin, J. L., "Prices and the International Movement of Specie," *Journal of Political Economy*, September.

Laves, Kurt, "Observations of the Lunar Eclipse, October 16, 1902," *Astronomische Nachrichten*, No. 3845.

Lingle, D. J., "The Importance of Sodium Chloride in Heart Action," *American Journal of Physiology*, November.

Livingston, Burton E., "The Distribution of the Upland Plant Societies of Kent County, Michigan," *Botanical Gazette*, January.

Locke, George H., "Moral and Physical Aspect of High-School Education, *School Review*, September; "Progress in Cities of Germany in Furnishing Means for Education beyond the Elementary Grades," *ibid.*, October; "The College Entrance Examination Board," "The Illinois Schoolmasters' Club," *ibid.*, November; "The Association of Colleges and Preparatory Schools of the Southern States," "President Butler's Two Years' College Course," "The High School and the Playground," "The High School in Virginia," *ibid.*, December; "The High Schools of Illinois," *ibid.*, January; "The Policy of Massachusetts toward the High Schools," "State Regulation of Private Secondary Schools in France," "Provision for Examination and Certification of Pupils of Secondary Schools by the University of London," *ibid.*, February; "The Place of the Modern Languages in Secondary Schools," *ibid.*, March.

Mann, C. R., "Histories and Bibliographies of Physics," *Yearbook of the Bibliographical Society of Chicago*, 1901–2, pp. 31–40.

Mathews, A. P., "The Importance of Mechanical Shock in Protoplasmic Activity," *American Journal of Physiology*, Vol. VIII, 1903; "Electrical Polarity in the Hydroids," *ibid.*, Vol. VIII, 1903.

Mitchell, W. C., "Circulating Medium During the Civil War," *Journal of Political Economy*, September.

Moulton, F. R., "Brown's Lunar Theory: A Critical Estimate," *Bulletin of the American Mathematical Society*, February, 1903.

Myers, G. W., "Correlation of Subjects in Secondary Mathematical Teaching," *School Review*, January; "The Importance of Indirect Measurement in Elementary Mathematical Teaching," *Elementary School Teacher*, February; "Modes of Expression as Educational Agencies," *ibid.*, March.

Price, Ira Maurice, articles on "Archæology, Biblical," "Assyriology and the Old Testament," "Athaliah," "Balaam," "Belshazzar," "Balsam," "Barley," "Babel, Tower of," "Balm," in *Jewish Encyclopedia*, Vol. II; articles on "Bitumen," "Brazen Sea," "Breastplate," "Breastplate of High Priest," "Brutish," in *Jewish Encyclopedia*, Vol. III; twenty-six articles introductory to "Harmony of the Gospels," in *Baptist Union* weekly since September 20, 1902.

Revell, D. G., "The Pancreatic Ducts in the Dog," *American Journal of Anatomy*, Vol. I, pp. 443–57.

Rice, Emily, J., "History in the Elementary School," *The Second Yearbook of the National Society for the Scientific Study of Education*, February, 1903; "The Relation of Academic and Professional Work in the School of Education," *Elementary School Teacher*, February.

Ritchey, G. W., "Comet Photography with the Two-Foot Reflector," *Astrophysical Journal*, October.

Shepardson, F. W., "Two Rival Contestants for a Continent," *Dial*, October 1; "The Scotch and Irish in America," *ibid.*, November 16; "A New History of the American People," *ibid.*, December 1; "The University of Chicago" in Part XII of Rufus Blanchard's "Discovery and Conquests of the Northwest," January, 1903, pp. 615–34; "The Songs of Our Fraternity," Βῆτα Θῆτα Ἰῶ, February, 1903, pp. 257–63.

Slonaker, J. R., "The Eye of the Common Mole," *Scalops aquaticus machrinus*," *Journal of Comparative Neurology*, Vol. XII, No. 4, December, 1902.

Small, A. W., "The Scope of Sociology," *American Journal of Sociology*, September; "What Is a Sociologist?" *ibid.*, January.

Smith, Alexander, "Ueber den Amorphen Schwefel, I, Der Einfluss des Amorphen Schwefels auf den Gefrierpunkt des flüssigen Schwefels," *Zeitschrift für Physikalische Chemie*, Vol. XLII, pp. 469–80; "On Causes Which Determine the Formation of Amorphous Sulphur," *Proceedings of the Royal Society of Edinburgh*, Vol. XXIV, pp. 342 ff.

——(and W. B. Holmes), "Ueber den Amorphen Schwefel," *Berichte der Deutschen Chemischen Gesellschaft*, Vol. XXXV, pp. 2992 ff.

Stieglitz, J., "The Beckman Rearrangement," *American Chemical Journal*, Vol. XXIII, pp. 49–68.

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Triggs, O. L., "The Workshop and School," *Craftsman*, October, 1902; "The New Industrialism," *ibid.*, November; "A School of Industrial Art," *ibid.*, January, 1903; "The Outlook to the East," *Sewanee Review*, January, 1903; "Feudalism—and After," *Wilshire's Magazine*, March, 1903.

Tufts, J. H., "On the Genesis of the Æsthetic Categories," *Philosophical Review*, January, 1903.

Veblen, Th. B., "Arts and Crafts," *Journal of Political Economy*, December.

Williston, S. W., "A Fossil Man From Kansas," *Science*, August 1; "On the Skull of Nyctodactylus, an Upper Cretaceous Pterodactyl, *Journal of Geology*, July–August; "Restoration of Dolichorhyncops Osborni, a New Cretaceous Plesiosaur," *Kansas University Scientific Bulletin*, September; "Notes on New or Little Known Extinct Reptiles," *ibid.*, September; "On Certain Homoplastic Characters in Aquatic Air-Breathing Vertebrates," *ibid.*, September; "On the Occurrence of an Arrow-Head with Remains of an Extinct Bison," *American Geologist*, November; "The Laramie Cretaceous of Wyoming," *Science*, December 12; "The Fossil Man from Lansing, Kansas, *Popular Science Monthly*, March.

Wolcott, John D., "Early Parallelisms in Roman Historiography," *American Journal of Philology*, Vol. XXIII, No. 3.

REVIEWS BY MEMBERS OF THE FACULTIES.

Adams, W. G. S.: Colquhoun, "The Mastery of the Pacific," *Journal of Political Economy*, December; Nisbet, "Burma Under British Rule and Before;" Snow, "The Administration of Dependencies," *ibid.*, March.

Anderson, Galusha: Davies, "The Atonement and Intercession of Christ;" Robinson, "The Personal Life of the Clergy;" Forrest, "The Christ of History and of Experience;" Bourgeois, "L'ordre surnaturel et le devoir chrétien;" Clark, "Training the Church of the Future;" Westcott, "Words of Faith and Hope;" Ellicott, "Addresses on the Revised Version of the Holy Scripture;" Watkinson, "The Blind Spot, and Other Sermons," *American Journal of Theology*, October;" Battifol, "Études d'histoire et de théologie positive;" Gerberding, "The Lutheran Pastor;" Barton, "The Roots of Christian Teaching as Found in the Old Testament;" Terry, "The New and Living Way;" Keedy, "The Naturalness of Christian Life;" Worldledge, "Prayer;" Mason, "The Ministry of Conversion;" Newbolt, "Priestly Blemishes," *ibid.*, January.

Barnes, C. R.: Němec's, "Reizleitung und reizleitende Strukturem bei den Pflanzen," *Science*, April 25, 1902.

Breasted, James H.: Sethe, "Dodekaschoinos," *American Journal of Theology*, October.

Caterall, C. C.: Canderlier, "Les Causes de la dépopulation de la France;" Hanna, "The Scotch-Irish; or, the Scot in North Britain, North Ireland, and North America;" Wells, "Anticipations of the Reaction of Mechanical and Scientific Progress upon Human Life and Thought," *Journal of Political Economy*, December; Demolins, "Comment la route crée le type social," *ibid.*, March; Kingsford, "Henry V., the Typical Medieval Hero," *American Journal of Theology*, October.

Chamberlain, C. J.: Strasburger, "Das botanische Practicum," *Botanical Gazette*, March, and *Journal of Applied Microscopy*, March.

Chamberlin, T. C.: Brower, "Kakabikansing," *Journal of Geology*, Vol. X, No. 7.

Cummings, John: Halévy, "Essais sur le mouvement ouvrier en France," *Journal of Political Economy*, December; Brooks, "The Social Unrest," *ibid.*, March.

Davenport, H. J.: Cornélissen, "Théorie de la valeur," *Journal of Political Economy*, March.

Foster, George B.: Spooner, "Bishop Butler;" Wimmer, "Gewissensfragen," Religiöse Briefe;" Runze, "Katechismus der Religionsphilosophie;" Kaftan, "Dogmatik³;" Schmitt, "Die Kulturbedingungen der Christichen Dogmen und unsere Zeit;" Black, "Culture and Restraint," *American Journal of Theology*, January.

Freund, Ernst: Whitten, "New York State Library Bulletin 76, Legislation 7," *Journal of Political Economy*, March.

Goodspeed, George Stephen: Cheyne-Black, "Encyclopædia Biblica," Vol. III, *American Journal of Theology*, January.

Gundersen, H.: Schat-Peterson, "Paulus Brev til Romerne," *American Journal of Theology*, January.

Harper, Robert Francis: Johns, "Assyrian Deeds and Documents Recording the Transfer of Property," *American Journal of Semitic Languages and Literatures*, January.

Hatfield, Henry Rand: Cleveland, "Funds and Their Uses;" Pratt, "The Work of Wall Street," *Journal of Political Economy*, March.

Henderson, C. R.: Hall, "Crime in Its Relation to Social Progress;" King, "Theology and the Social Consciousness;" Hamilton, "Savings and Savings Institutions;" "Reformatory Education;" Landry, "La responsabilité pénale;" de Rousiers, "Les syndicats industriels de producteurs en France et à l'étranger;" Ghent, "Our Benevolent Feudalism," *American Journal of Sociology*, September, November, and January; Reynolds, Fisher, and Wright, "Two Centuries of Christian Activity at Yale;" Evers, "Die Berliner Stadtmission," *American Journal of Theology*, October; Gladden, "Social Salvation;" Lang, "The Church and Its Social Mission;" Dickinson, "Music in the History of the Western Church," *ibid.*, January; "Report of the Proceedings of the Fifth Congress of the International Co-operative Alliance, held at Manchester, July, 1902;" "Report of the Proceedings of the Third International Congress for the Welfare and Protection of Children, held in London, July, 1902," *Journal of Political Economy*, March.

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THE UNIVERSITY RECORD

OF

THE UNIVERSITY OF CHICAGO

FOUNDED BY JOHN D. ROCKEFELLER

Vol. VII APRIL, 1903 No. 12

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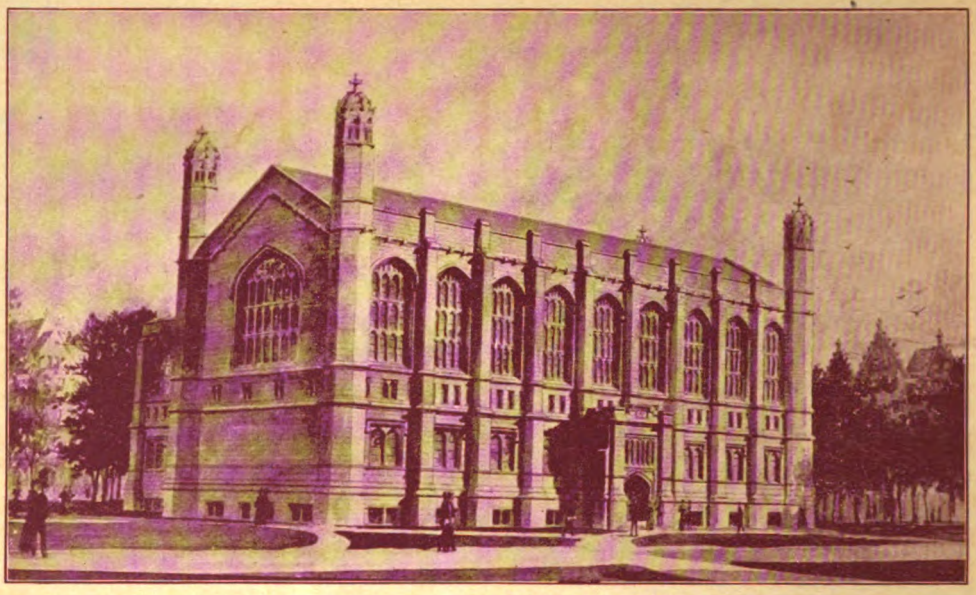

THE LAW SCHOOL

Work was begun on the foundation of the new building of the Law School March 23, 1903, and on April 2 the corner-stone at the main entrance was laid by President Roosevelt upon the occasion of his receiving the degree of Doctor of Laws from the University. The building is to be three stories high, 170 feet long, and 70 feet wide, built of blue Bedford stone in the English Gothic style of architecture, under the direction of the architects, Messrs. Shepley, Rutan, and Coolidge.

In the basement are locker-rooms, toilet-rooms, men's smoking-room, women's room, a storeroom and the ventilating apparatus. The lockers are of metallic, open-work construction, each student being entitled to one during his membership in the school, so that he may be able to make the school his headquarters during the entire working day.

The main entrance is on the first floor through a vestibule up a short flight of stairs into a lobby 85 feet long. At either end of the building is a large lecture-room in amphitheater form seating 165 students and having high windows on both sides. They will be furnished with dark oak desks and chairs. There will also be on this floor two smaller lecture-rooms, each accommodating about eighty students. At the rear of the building rises a great stone staircase leading to the upper floors. The stack-room of the library, nine feet high, occupies a mezzanine floor extending entirely over the second story of the building. It will contain stacks for 125,000 books. At either end of the building on this floor are eight studies for members of the Faculty of the Law School and along the middle of the western side work tables will be placed for their use. Here also is the cataloguing room.

On the third floor is the main room of the building, the reading-room, a great hall 165 feet long by 50 feet wide. Its timbered ceiling, 36 feet high, is supported by ornamented wood trusses, and it receives light from full-length windows on all sides. Around the room are wall shelves with space for over 15,000 volumes. The study tables are each 17 feet long, of dark oak, and lighted by electric fixtures coming up through the table. Here are the librarian's room and the delivery desk, connected by lifts and staircase with the stack-room below.

The building will accommodate about 500 students and is so planned that its capacity can be nearly doubled by the addition in the rear of a wing, 70 feet square, giving greater lecture and reading-room facilities.

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VOLUME VII NUMBER 12

UNIVERSITY RECORD

APRIL, 1903

THE FORTY-SIXTH CONVOCATION.

The Forty-sixth Convocation of the University was a special one, called for the purpose of conferring the honorary degree of Doctor of Laws on Theodore Roosevelt, President of the United States. The exercises were held in Kent Theater Thursday afternoon, April 2, 1903, in the presence of a large audience which completely filled the house. The President's party reached the quadrangles shortly after 3 o'clock, and entering the grounds near Lexington Hall passed through a long line of members of the faculty and students extending from Lexington avenue west to Cobb Hall and north and east to Kent Chemical Laboratory. Near the door a reviewing stand was placed, and from this the President reviewed the procession of Trustees and Faculty as it filed into Kent Theater. As the distinguished guest entered the hall, he was received with enthusiastic applause. After prayer by the University Chaplain, President Harper made the following statement:

THE PRESIDENT'S STATEMENT.

Assembled today in special Convocation, we cordially greet the President of the United States and the eminent gentlemen who accompany him.

We desire on this occasion to give formal and public expression to the honor in which we, in common with all men belonging to academic circles, hold our distinguished guests.

Universities in all lands have judged it to be reasonable and right that those men who, surpassing others in native genius and in devoted toil, have carried great undertakings in letters and science to a successful issue, or in administration of affairs have rendered memorable service to the commonwealth, should receive the meed of honors and distinctions, that they themselves may have the praise which is their due, and that the minds of others may be roused to emulate their virtues and to win like fame.

Once before in this same room we sat in similar assembly—a meeting long to be remembered. At that time there sat with us as the guest of honor one who, "at a time of gravest crisis, when the weal, not only of the Republic, but of foreign states, was put in deepest peril, and the path of wisdom lay dark before the people, served each highest interest and, by his wisdom and foresight, out of confusion brought a happy ending."

Let us at this time, in affection and gratitude, call again to mind that simple, kindly, and sagacious man who, in God's providence, was cut off in the midst of his days and in the fulness of his power, William McKinley.

At this point the audience rose and remained standing, while the University band, stationed just outside the hall, played in impressive manner Pleyel's Hymn.

DEAN JUDSON'S ADDRESS.

Dean Harry Pratt Judson then delivered the following address on behalf of the University:

LEADERSHIP IN A DEMOCRACY.

In the immortal words of Abraham Lincoln, our republic from its birth has been dedicated to the proposition that all men are created equal. This modern doctrine of political equality implies, we say, equal rights before the law and an equal share in political privileges. Government rests on the broad foundation of popular assent—the people are the source of law, the source of justice, the source of political authority. The sovereign is not the crowned king, but the regnant masses.

This revolutionary conception of the nature of the state is yet on trial—for a century is a mere episode in the life of nations. Europe slowly and through convulsions has come to learn that governments which do not rest on the popular will are unstable as water. In our own country the full force of the doctrine of the Declaration of Independence was but dimly apprehended by the fathers of the republic, and our whole political history since 1776 has been a painful working out of the thesis of Jefferson that free governments are the freely chosen

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agents of a free and sovereign people. Privilege before the law has been hard to dislodge. The privilege of king and parliament was the first and the easiest to root up; but there have been many Yorktowns since 1781. The privilege of the few to vote and to hold office has melted away in all the states. The privilege of the few to own the toil of the many yielded only to the solvent of blood and fire. The privilege of organized wealth on the one hand and of organized labor on the other to exploit the liberty of the individual is one insidious danger of today. Can a democracy "establish justice," in the words of the constitution, so far that the weak as well as the strong, may be safe?

Again, is a democratic state able in international affairs to be more than driftwood on the tide? In 1823, it is true, our voice sufficed to save South America from the fate of Naples. Is it still potent, eighty years later, to save the southern continent from the fate of Africa? Can a democratic republic hold to a continuous foreign policy, and defend it, if need be, with a strong hand?

There can be no coherent policy in a democracy without continuous and strong leadership. Democracy, to live, must learn the lesson of discipline, the lesson to follow in constructive achievement as well as in turbulent revolt. Without wise leadership political democracy tends to resolve society into its inorganic elements. It becomes an inert mass of helpless confusion—the easy prey of predatory activity within, and of exploitation by organized and skilfully directed force from without.

It is thorough organization and skilful leadership which have given our country so many triumphs in industry and finance. Organized labor flounders until it evolves its own Lincoln and its own Grant to give it prudent direction. Our captains of industry are carrying our commercial flag into every land. Economic triumphs demand and win their own generals and their own statesmen.

Leadership in a political democracy is not always the product of elections or the concomitant of official station. Natural environment, energy, circumstance—these mark the true leader. Buchanan was president, to be sure—as an energizing force he was a lump of clay. Lincoln was a directive power which struck disunion with the united energy of 20,000,000 people. The political boss is not a mere malign accident. He is a born leader of men behind whom a multitude gather because he is the man who knows how, and the man who can do. He cannot be dislodged by elegant rhetoric or by a fusillade of righteous indignation. He may be supplanted by another man who also knows how, and who also can do, but in more abundant measure. In short, in politics, force must become incarnate in order to lead to achievement. "Peace on earth and good-will to men" would be but the platitude of philosophers, were it not for the realization in the flesh of a personality which has constrained men for ages. Truth has won no battles, justice has created no social safety, righteousness is imbecile, except as one and all are incarnate in forceful men.

It is such men in whom lies the hope of political democracy. Their essence is simple and yet complex. Brains? Surely, there is no magnetism in a political cabbage. Courage? It is the elemental qualities which win the people—all men love a gallant fight against odds, and the man who dares, the man who believes in himself so thoroughly that he may be crushed, indeed, but never yields, he is the man whom we all love. Lawrence, with his "Don't give up the ship;" Paul Jones, with his "I have just begun to fight;" Croghan, with his "Come and take me;" Old Hickory, with his toast at the nullification banquet, "The Federal Union: it must be preserved"—these are the men whose names thrill the American. Honesty? An elemental quality again—we love the fearless man, we trust the transparent soul—we know where to find it always. Lincoln won universal faith because he was honest to the core; the people believed that what he said that he meant, and were sure that he would do, within the limits of his power, exactly what he promised.

But even with these strong qualities one may still fail in that inexplicable something which determines the magnetic power of a true leader of the people—the something which makes a Jefferson, a Jackson, a Henry Clay, a Lincoln, a McKinley. There is a potency in persuasiveness, in practicability, which the more rugged fighter often lacks. The giant Antæus, son of earth, lost his strength and was easily crushed by Hercules when his feet left the ground. A popular leader who loses touch with the people is a mere dreamer of dreams. His voice no longer directs thought—he merely preaches to the air.

There was a day when the absolute monarch seemed the ideal of human greatness. The names of such are scattered throughout time—but their age has vanished. The masses below have surged to the surface—they will not be denied—the age before us is the age of the free and aspiring many. In such an age the strong man is the leader of thought. He wins following by the constraint of a powerful mind and a virile character. He appeals to reason and to the higher emotions. He looks far into the future, and his constructive imagination is a lens through which the people may see clearly things as they are and as they are to be. His qualities must be higher than those of a despot. The freely followed leader of a free people is greater far than emperor or king.

Mr. President, it is in view of this ideal of leadership in a political democracy that the Faculties of the University have united in recommending the highest academic honor for the chief magistrate of our republic. In close sympathy with college life, active in historical scholarship, forceful in public affairs, dominated by an exalted patriotism, and by a still more exalted sense of the national honor, he represents that essential vitality of sound politics which bids us not despair of the republic. In behalf of the Senate and Faculties I present Theodore Roosevelt for the degree of Doctor of Laws.

In conferring the degree President Harper said:

Theodore Roosevelt, scholar, soldier, statesman, chief magistrate of the republic: For effective service in the advancement of the higher life of the nation; for intelligence, integrity, and courage in the administration of public affairs; for tireless devotion to the public honor in the settlement of grave questions of social order and the conservation of the vital interests of sister-republics; and especially for the dignity, fidelity, and unselfish devotion to the public good with which exalted duties, assumed at the summons of an appalling calamity, have

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been successfully discharged: the Trustees of the University of Chicago, on the recommendation of the University Senate, admit you to the degree of Doctor of Laws in this University. In testimony whereof I now present you with this hood which the degree conferred entitles you to wear; and with this diploma of the University, duly signed and sealed; and I bestow upon you all the honors, rights, and privileges here or elsewhere appertaining to the same. And may God grant that you increase in wisdom and in virtue; and in the days to come, as in the past, cherish the republic and defend her.

The Exercises in Connection with the New Law School Building.

Those present were then invited to march in procession to the site of the new building of the Law School to witness the laying of the corner-stone by President Roosevelt.

In opening the exercises President Harper said:

Members of the University and Friends:

The event we are about to celebrate is one of highest interest, both in view of its significance and in consideration of the attending circumstances. We are to lay the corner-stone of a building erected for the purpose of fostering an interest in the study of law. The school of which this building shall become the home is the first of the many schools of law located in the middle western and southern states—one of three in the country—to require for graduation the possession of a college degree. It is a source of the greatest possible gratification to us that the first stone, the great stone, the corner-stone, should be placed in its position by the chief magistrate of our republic.

It is in order first of all to have recounted by the Secretary of the Board the articles placed in the box inclosed within the corner-stone.

Dr. Goodspeed, the Secretary of the Board of Trustees, then read the following list of articles deposited in the box in the corner-stone:

1. Photograph of President Roosevelt.
2. Photograph of the Founder of the University.
3. Photographs of members of the Law Faculty.
4. Photograph of the building.
5. The last *Annual Register* of the University.
6. *The Circular of Information of the Law School.*
7. *The Annual Announcements of the Law School.*
8. The Law School number of the *University Record.*
9. The list of students in the Law School for this, its first year.
10. The Chicago daily papers.
11. The *Maroon* of Wednesday, April 1, 1903.
12. The *Monthly Maroon.*
13. The Decennial Souvenir Edition of the *University of Chicago Weekly.*
14. A copy of the *Regulations of the University.*
15. A copy of the minutes of the first meeting of the Faculty of the Law School.

President Harper then introduced the President of the United States in the following words:

It is my privilege now to present to you one who came to us three years ago. May I use again the words employed on that occasion: "Some men we revere, some we admire, some we love. There are some whom we revere and admire and love; for we revere the statesman, we admire the hero, we love the man who is known to be a good fellow." I present to you our University colleague, our honored President.

After performing the duties usual to the laying of the corner-stone, President Roosevelt made the following address:

Mr. President, men and women of the University, and you, my fellow-citizens, people of the great city of the West:

I am glad indeed to have the chance of being with you this afternoon to receive this degree at the hands of President Harper and in what I have to say there is little that I can do save to emphasize certain points made in the address of Mr. Judson.

I speak to you of this University, to you who belong to the institution, the creation of which has so nobly rounded out the great career of mercantile enterprise and prosperity which Chicago not merely embodies, but of which in a peculiar sense the city stands as symbolical.

It is of vast importance to our well-being as a nation that there should be a foundation deep and broad of material well-being. No nation can amount to anything great unless the individuals composing it have so worked with the head or with the hand for their own benefit as well as for the benefit of their fellows in material ways, that the sum of the national prosperity is great. But that alone does not make true greatness or anything approaching true greatness. It is only the foundation for it, and it is the existence of institutions such as this, above all the existence of institutions turning out citizens of the type which I know you turn out, that stands as one of the really great assets of which a nation can speak when it claims true greatness.

GREATER THAN SCHOOL IS THE MAN.

From this institution you will send out scholars, and it is a great and a fine thing to send out scholars to add to the sum of productive scholarship. To do that is to take your part in doing one of the great duties of civilization, but you will do more than that, for greater than the school is the man, and you will send forth men; men who will scorn what is base and ignoble; men of high ideals, who yet have the robust, good sense necessary to allow for the achievement of the high ideal by practical methods.

It was one of our American humorists who, like all true humorists, was also a sage, who said that it was easier to be a harmless dove than a wise serpent. Now, the aim in production of citizenship must not be merely the production of harmless citizenship. Of course, it is essential that you should not harm your fellows, but if, after you are through with life, all that can be truthfully said of you is that you did not do any harm, it must also truthfully be added that you did no particular good.

Remember that the commandment had the two sides, to be harmless as doves and wise as serpents; to be moral in the highest and broadest sense of the word; to have the morality that abstains and endures, and also

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the morality that does and fears, the morality that can suffer and the morality that can achieve results—to have that and, coupled with it, to have the energy, the power to accomplish things which every good citizen must have if his citizenship is to be of real value to the community.

NEED OF HOMELY VIRTUES.

Mr. Judson said in his address today that the things we need are elemental. We need to produce not genius, not brilliancy, but the homely, commonplace, elemental virtues. The reason we won in 1776, the reason that in the great trial from 1861 to 1865 this nation rang true metal, was because the average citizen had in him the stuff out of which good citizenship has been made from time immemorial, because he had in him honesty, courage, common sense.

Brilliancy and genius? Yes, if we can have them in addition to the other virtues. If not, if brilliant genius comes without the accompaniment of the substantial qualities of character and soul, then it is a menace to the nation. If it comes in addition to those qualities, then of course we get the great general leader, we get the Lincoln, we get the man who can do more than any common man can do. But without it much can be done.

The men who carried musket and saber in the armies of the East and West through the four grim years which at last saw the sun of peace rise at Appomattox had only the ordinary qualities, but they were pretty good ordinary qualities. They were the qualities which, when possessed as those men possessed them, made in their sum what we call heroism. And what those men had need to have in time of war, we must have in time of peace, if we are to make this nation what it should ultimately become, if we are to make this nation in very fact the great republic, the greatest power upon which the sun has ever shone.

FIRST OF ALL, HONESTY.

And no one quality is enough. First of all is honesty —remember that I am using the word in its broadest signification—honesty, decency, clean living at home, clean living abroad, fair dealing in one's own family, fair dealing by the public.

And honesty is not enough. If a man is never so honest, but is timid, there is nothing to be done with him. In the Civil War you needed patriotism in the soldier, but if the soldier had the patriotism, and yet felt compelled to run away when that was needed, he was not of much use.

Together with honesty you must have the second of the virile virtues, courage; courage to dare, courage to withstand the wrong and to fight aggressively and vigorously for the right.

And if you have only honesty and courage, you may yet be an entirely worthless citizen. An honest and valiant fool has but a small place of usefulness in the body politic. With honesty, with courage, must go common-sense: ability to work with your fellows, ability when you go out of the academic halls to work with the men of this nation, the millions of men who have not an academic training, who will accept your leadership on just one consideration, and that is if you show yourself in the rough work of actual life fit and able to lead, and only so.

You need honesty, you need courage, and you need common-sense. Above all you need it in the work to be done in the building the corner-stone of which we laid today, the law school out of which are to come the men who at the bar and on the bench make and construe, and in construing make, the laws of this country; the men who must teach by their actions to all our people that this is in fact essentially a government of orderly liberty under the law.

ADVICE TO STUDENTS.

Men and women, you the graduates of this university, you the undergraduates, upon you rests a heavy burden of responsibility; much has been given to you; much will be expected from you. A great work lies before you. If you fail in it you discredit yourselves, you discredit the whole cause of education. And you can succeed and will succed if you work in the spirit of the words and the deeds of President Harper and of those men whom I have known so well who are in your faculty today.

I thank you for having given me the chance to speak to you.

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THE LAW SCHOOL.

I. THE FACULTY.

WILLIAM RAINEY HARPER, PH.D., D.D., LL.D., *President of the University.*
JOSEPH HENRY BEALE, JR., A.M., LL.B., *Professor of Law; Dean of the Law School.*
FLOYD R. MECHEM, A.M., *Professor of Law.*
ERNST FREUND, J.U.D., PH.D., *Professor of Law.*
HORACE K. TENNEY, A.B., LL.B., *Professor of Law.*
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JOHN M. ZANE, A.B., *Lecturer on Law of Mining and Irrigation.*
PERCY B. ECKHART, PH.B., LL.B., *Lecturer on Carriers.*

BRUCE WYMAN, A.M., LL.B., *Assistant Professor of Law, Harvard University* (Summer Quarter, 1903).

FREDERICK WILLIAM SCHENK, *Librarian.*

II. INTRODUCTORY.

ORGANIZATION AND PURPOSE.

The organization of the Law School of the University of Chicago in 1902 presented the problem of the proper adjustment between academic and professional work. At that time none of the law schools in the middle West* required for admission more than the completion of a high-school course, and the great majority of law students were not men of academic training. On the other hand, the two foremost law schools in the country had just raised, or were about to raise, the standard of admission to the requirement of a college degree. The great value of a thorough liberal education as an aid to the successful prosecution of professional studies, and in giving a higher meaning and interest to the practice of a learned profession, is universally recognized, and experience has shown that the higher standards appeal to a large and growing constituency in the country. The University of Chicago, while conceding that law schools of the prevailing type are and for a considerable time will continue to be a necessity, also understood that its position and its resources gave it an opportunity, and made it its duty, to adopt the highest standard of legal education and to establish its Law School upon the foundation of academic work. It was at the same time recognized that no substantial sacrifice of the principles thus adopted would be entailed if the last year of college work were allowed to count as the first year of professional work. Professional work properly conducted has much the same cultural value as academic work, and six years in the aggregate of academic and professional work should satisfy fully the demand for a liberal education. The first year of law-school work, moreover, presents an admirable form of intellectual training, and it deserves to count toward the bachelor's degree.

It was, therefore, decided to require for admission

*With one exception, viz., the College of Law, Ohio State University, which requires two years of preliminary college work.

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to the Law School the completion of three years of college work, and to confer the bachelor's degree on completion of the first year of Law-School studies. The requirements of the second and third years being graduate work, it seemed proper to grant to students completing the curriculum the degree of Doctor of Law, (J.D.) This particular degree was chosen after consultation with the other graduate law schools of the country, and in the expectation of its future adoption by them. The Law School admits as special students persons twenty-one years of age and over who have not complied fully with the regular admission requirements. Under certain conditions (specified below), special students who maintain a high standing may be granted the degree of LL.B. By requiring a specially high quality of work of this class of students, a check will be placed upon the indiscriminate admission of special students, and the character of the school as a graduate school will be sustained.

The education of law students should include instruction in History, Economics, and Political Science. From this point of view the requirement of previous academic work is of particular value; for the student needs his entire three years for the professional work, and having once entered upon this work, is rarely willing to give much time to studies which have no direct bearing on the practice of law. Provision has, therefore, been made for a "pre-legal" curriculum in the third year of the college course, devoted chiefly to Political Economy and American and English Constitutional History. The student will thus begin the study of law with some knowledge of the foundation of legal principles in historical tradition and economic and social requirements.

While the Law School regards it as its first and foremost vocation to train lawyers, it understands that its duty to the University requires it to cultivate legal science in its less practical aspects. Opportunity, therefore, will be given for the pursuit of graduate studies in Systematic and Comparative Jurisprudence, Legal History, and Principles of Legislation. This branch of the work of the Law School will be closely affiliated with the work of the Departments of History, Political Economy, Political Science and Sociology.

The Law School was opened on October 1, 1902, and with the Summer Quarter of 1903 will begin the second year of its work.

THE LIBRARY.

The acquisition of an adequate law library was essential to the organization of the Law School, as instructors and students were expected to carry on their work on the University grounds independently of the library of the Law Institute in the County Court House—a year ago the only well-furnished law library in the city of Chicago. An appropriation of $50,000 being immediately available, the work of selecting and buying books was undertaken at once and in the main accomplished by October first.

The plan was to get as complete as possible a collection of books on the common law, and a working library in foreign law. The latter—to consist of the codes, reports of highest courts, and principal treatises of the important European countries—is in course of being purchased, and will, it is hoped, be on the shelves by the end of the summer.

The books of the common law are divided into five main groups: reports of cases, statutes, text-books, periodicals, and trials, biographies and legal miscellany.

With regard to reports of cases—the main repository of the common law—the purpose was to get a complete collection of authorities, and this has been substantially carried out. The reports are of all English-speaking and British-governed jurisdictions American, English, Scotch, Irish, and colonial. The South African reports—valuable on account of the connection with the Roman-Dutch law—are extremely scarce, the available supply having been destroyed by fire a few years ago, and have not yet been secured. The Australian reports—valuable because the Australian colonies have been leading in some important branches of legislation—had to be purchased in part at high prices. The reports of the higher courts of India have likewise been obtained. The Scotch, Irish, and Canadian reports are absolutely complete, and the English reports lack only a few very rare and high-priced collateral issues. Many of the English reports are in duplicate. The American reports cover all the federal and state decisions, and as the library has all the principal collections of selected cases and the unofficial series of reports, many of the authorities are in duplicate or even triplicate. The reports are in every case accompanied by the digests, giving a clue to the cases and making them available for use.

The statutory law is divided into codes and statutory revisions, and the annual session laws of the different legislative bodies.

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The collection of codes and revisions is practically complete, and together with the session laws subsequently enacted, makes it possible to ascertain the existing statute law of every English-speaking jurisdiction. The interest of the session laws antedating the revisions now in force is partly practical, in so far as they explain earlier decisions, and to a greater extent historical, as showing the development of legislation. The historical department possesses a valuable collection of early colonial laws and of laws of the southern states of the period of the Confederacy. It was hoped that it would be possible to make the collection of American session laws complete or nearly so, but the plan had to be abandoned on account of the expense, the prices of the early laws of some of the states and territories (especially Indiana Territory, Oregon, Utah, and New Mexico) being prohibitive. However, some prizes have been secured, among others the very rare volumes of early Illinois laws and Pope's compilation of 1815, in perfect condition. Of many states the session laws are complete; of most states they run back fifty to seventy-five years, and of nearly all they are complete from the earliest revision to date. It is hoped that at some time it may be possible to complete this interesting and increasingly valuable collection.

In the matter of treatises, all standard English and American works are on the shelves, and the aim of the library is to get a full set of old English treatises.

The principal and many minor periodicals are found in the library in full sets.

It has been impossible for lack of funds to make extensive purchases in the field of legal biography and miscellany, but the library owns a nearly complete set of the Central Sessions Cases, the records of the trials in England for nearly two centuries, and a great many other volumes of interesting trials. It is hoped that other departments of the University will avail themselves of these records for the study of crime, criminal psychology, and social conditions.

The number of volumes in the library is upward of 20,000. All current issues are being kept up, and it is expected that there will be available for the regular increase of the library at least $2,500 annually.

REQUIREMENTS FOR ADMISSION.

A student enters the Law School either at the beginning of the pre-legal course or at the beginning of the professional course. Every student entitled to enter the professional course may at his option begin his work with the pre-legal course.

I. ADMISSION TO THE PRE-LEGAL COURSE.

A student, to be admitted to the pre-legal course, must be qualified for admission to the Senior Colleges of the University in accordance with the statements in the *University Regulations*, Article IV: "Admission," section 3. §1. "Students entering the University from certain approved institutions in which they have completed two full years of work are admitted at once to the Senior Colleges." §2. "Duly accredited graduates of state normal schools maintaining courses of study extending two years beyond the standard high-school courses, as determined by the state universities concerned, may be admitted to the Senior Colleges on conditions essentially the same as those extended to students from approved institutions, except that credit is given only for work of an academic or disciplinary nature, exclusive of strictly professional work." §3. "Students entering from the above institutions with the credits stated in 1 and 2 present the customary letters of honorable dismissal, and a certificate in the case of each applicant that his standing is fully up to the average standing of his class."

II. ADMISSION TO THE PROFESSIONAL COURSE.

Admission to the professional course is granted:

1) To all students who have successfully completed the pre-legal course.

2) To all students who are entitled to admission to the Graduate Schools in accordance with the University regulations (the Bachelor's degree from approved institutions is accepted without investigation as equivalent to that of the University), and to all students who are entitled to admission to the Senior Colleges with nine Majors' (the regular amount of one year's work) advanced standing. This latter requirement is usually equivalent to three years of college work.

3) Students from other law schools in good standing who are otherwise qualified to enter, receive credit for work done at such law schools, corresponding in amount and value to the work offered by this school.

All students entering the professional course of the Law School without having taken the pre-legal course must give satisfactory evidence of adequate knowledge of English and American constitutional history and civil government, or must acquire that knowledge during the Law School course.

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III. ADMISSION OF SPECIAL STUDENTS.

Candidates for admission to the Law School as special students (1) must be at least twenty-one (21) years of age; (2) must show good reason for not entering upon a regular course; (3) must satisfy the Dean and the particular instructors under whom they desire to study that they are prepared to carry the courses elected.

Special students conform to all regulations of the University, and, having been admitted, their continuance depends on the maintenance of a satisfactory standing. They are admitted as candidates for degrees only as stated below under "Degrees."

ARRANGEMENT OF COURSES.

THE UNIVERSITY YEAR.

The system of dividing the academic work into quarters is adopted for the Law School. The quarters are designated as the Summer, Autumn, Winter, and Spring Quarters, beginning respectively in 1903 and 1904 on June 17, Oct. 1, Jan. 1, and April 1. A recess of one week occurs between the end of each quarter and the beginning of the next except that there is no recess between the end of the Spring and the beginning of the Summer Quarter, and that there is a recess of about a month at the end of the Summer Quarter.

MAJORS AND MINORS.

Courses of instruction are arranged upon the basis of Majors and Minors. A Major (Mj) = 4 or 5 hours instruction a week for the quarter. A Minor (M) = one-half the amount of the work of a Major.

DEGREES.

The College of Arts, Literature, and Science grants the degree of A.B., Ph.B., or S.B. to Law students who have successfully completed the first year of the professional curriculum of the Law School, and who have satisfied the academic requirements for the Bachelor's degree.*

The degree of Doctor of Law, J.D., is granted to students who, having obtained previously the degree of A.B., Ph.B., or S.B., successfully complete the professional curriculum.

Special students are not received as candidates for the degree of J.D. If qualified for admission to the Junior Colleges, they may be accepted as candidates for the degree of LL.B. The degree is granted only if the candidate maintains a high standing in his work.

GENERAL INFORMATION.

ROUTINE OF ENTRANCE.

Applications should be addressed to THE UNIVERSITY OF CHICAGO, Chicago, Ill. If the student coming from another institution holds a degree, he should present his diploma; if he does not hold a degree, he should bring his letter of dismissal and a card of admission credits. These documents should be presented at the office of the Dean of the Law School. Detailed directions will be furnished in the Dean's office as to the mode of matriculating and registering for courses of instruction desired.

FEES FOR MATRICULATION, TUITION, ETC.

1. *Matriculation Fee.*—The matriculation fee is $5, and is required of every student on entrance to the University. It is payable but once.

2. *Tuition Fee.*—The fee for tuition is $50 a quarter, ($25 for a term) for the professional curriculum, and $40 a quarter for the pre-legal curriculum. This fee is for regular work, three Majors or their equivalent. There will be no reduction to those taking less than the regular work but more than one Major. A reduction is made in case of students taking only one Major (or equivalent), one-half of the full tuition fee being charged.

Students in the Colleges or Graduate Schools of Arts, Literature, and Science pay a special fee of $5.00 for each Major course in the Law School for which they register.

3. *Diploma and Certificate Fees.*—The charge for the diploma of the University is $10, and the certificate $5.

4. *Payment of Bills.*—All tuition fees are due and payable on or before the FIRST day of EACH QUARTER. They are payable to the Registrar, Cobb Lecture Hall, Room A1.

ROOMS, BOARD, AND GENERAL EXPENSES.

Nine dormitories have thus far been erected in the quadrangles. Two of these are reserved for the students of the Divinity School and four are for women. A University House is organized in each dormitory; each House has a Head, appointed by the

* See *The Annual Register*, 1901-2, pp. 74-6.

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President of the University, and a House Committee elected by the members; also a House Counselor, selected from the Faculties of the University by the members of the House. The membership of the House is determined by election, and each House is self-governing under the general control of the University Council.

The cost of rooms in the dormitories is from $14.00 to $75.00 per quarter of twelve weeks. This includes heat, light, and care. Each hall for women has its own dining hall and parlors. The cost of table board in these halls is $42.00 a quarter.

All applications for rooms, or for information concerning rooms and board, within or without the quadrangles, should be made to the Registrar.

For further details see special circulars as to rooms and board, which will be sent on application.

The following table will furnish an estimate of the annual expenses for thirty-six weeks of a student in he University residing within the quadrangles:

	LOWEST.	AVERAGE.	LIBERAL.
University bill, professional curriculum*	$150 00	$150 00	$150 00
Rent and care of room	60 00	105 00	175 00
Board	100 00	126 00	225 00
Laundry	15 00	25 00	35 00
Text-books and stationery	25 00	35 00	50 00
	$350 00	$441 00	$635 00

It is believed that students who find it necessary to reduce expenses below the lowest of these estimates can do so. Rooms outside the quadrangles, furnished, with heat, light, and care, may be obtained at from $1.00 a week upwards, the $1.00 rate being easily secured where two students room together. Many places offer room and board from $4.50 upwards. There are student clubs which secure board at cost, the rate during the past year ranging from $2.75 to $3.50 a week. A list of approved boarding places outside the quadrangles is kept on file at the Information Office, Cobb Lecture Hall, and information regarding them may there be obtained.

III. THE CURRICULUM.

The curriculum of the Law School covers one year of pre-legal studies, and a three years' course of professional law studies.

THE PRE-LEGAL CURRICULUM.

The pre-legal curriculum in the first year of the Senior Colleges (the third year of the college course) is intended to direct the college work of those who expect to devote themselves to law, to studies which, without being professional, are related to jurisprudence, or otherwise are of special value and interest to the future lawyer.

The following courses are required:

Principles of Political Economy,	2 Majors
Constitutional and Political History of England to the reign of Edward I.,	1 Major
Constitutional and Political History of England from the reign of Edward I. to the Revolution of 1688,	1 Major
Constitutional History of the United States to 1815,	1 Major
Constitutional History of the United States since 1815,	1 Major

The three remaining Majors the student is advised to select from the following list of courses:

Finance.
Financial History of the United States.
Accounting.
Money and Practical Economics.
Technique of Trade and Commerce.
Constitutional History of England since 1688.
Europe in the Nineteenth Century.
Comparative National Government.
Federal Government.
Comparative Politics.
Municipal Government.
Primitive Social Control.
Criminology.
History of Political Ethics.
Logic.

Students are expected to have had the usual course in Civil Government in the United States (Department of Political Science, Course 1) before entering upon the pre-legal work; if not they must make up that course during the pre-legal year.

THE PROFESSIONAL CURRICULUM.

In order to obtain the professional degree, a student is required to take twenty-seven Majors, or their equivalent, distributed over nine quarters of Law-School work, of which at least three quarters (one of them being the last quarter before graduation) must have been spent in residence at the University of Chicago Law School.

A first-year student may not take more than three

*Tuition fee in the pre-legal curriculum amounts to $120 for thirty-six weeks.

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Majors, and a second- or third-year student may not take more than three and one-half Majors in any one quarter without the consent of the Dean.

The work of the first year is required. Second- and third-year courses are elective and may be distributed over the two years without fixed requirement of succession.

Students are expected to give their whole time to their work in the Law School, and are not encouraged to work in law offices during term time.

By continuing work in the summer quarters (which will leave one month vacation in September), the three years' course may be completed in two years and one quarter.

Courses in the Colleges and the Graduate Schools of Arts, Literature, and Science are open to the students of the Law School without extra charge.

The Professional Curriculum includes at present the following courses:

FIRST YEAR COURSES.

1. **Contracts.**—Mutual assent and the necessity of its communication; offers and their expiration or revocation; necessity of consideration; requisites of contracts under seal; rights of beneficiaries and assignees; joint and several contracts; alternative contracts; conditional contracts; illegality, impossibility, duress. and discharge of contracts or causes of action arising under them by rescission, novation, accord and satisfaction, release, and other means. 2 Mj.

PROFESSOR WHITTIER.

2. **Torts.**—Trespass; excuse; conversion; defamation; malicious prosecution; interference with social and business relations; legal cause; negligence; duties of landowners; animals; hazardous occupations; deceit. 1¾ Mj.

PROFESSOR HALL.

Text-book: Ames and Smith, *Cases on Torts*, Vols. I and II.

In 1902–3 this course was given as 1½Mj.

3. **Property, I.**—Real and personal property; tenures; uses and trusts; joint ownership; estates, remainders, executory limitations; common law assurances and conveyances under the statute of uses; limited interests in land; natural servitudes; easements; covenants as to use; public rights; franchises; rents. 1½ Mj.

PROFESSOR FREUND.

Text-books: Kirchwey, *Readings in the Law of Real Property;* and Gray, *Cases on Property*, Vol. II.

4. **Agency.**—Nature of relation; appointment; liabilities of principal; liabilities of agent; parties to writings; undisclosed principal; obligations between principal and agent; delegation of agency; termination of agency; ratification. 1½Mj.

PROFESSOR MECHEM.

In 1902–3 this course was given by Professor Hall.

5. **Pleading.**—Common law pleading with reference to code pleading and equity pleading. The necessary allegations for various causes of action; the demurrer; the methods of pleading defenses, whether in denial or by way of confession and avoidance; replications; duplicity; departure; new assignment; and motions based on the pleadings. Mj.

PROFESSOR WHITTIER.

6. **Criminal Law.**—The criminal act: complete and incomplete acts, consent, condonation and contributory fault of injured party. Criminal intent: specific and constructive intent, negligence. Circumstances affecting intent: insanity, intoxication, coercion, infancy, ignorance or mistake. Justification: authority, defence, necessity, etc. Parties in crime: agency, innocent agents, joint principals, accessories. Jurisdiction over crimes. Crimes against the person, especially murder and manslaughter. Larceny and kindred offenses. Indictment. Former conviction or acquittal. Mj.

PROFESSOR BEALE.

Text-book: Beale, *Cases on Criminal Law*.

In Spring Quarter 1904 Criminal Law will be given as 1¼Mj.

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SECOND AND THIRD YEAR COURSES.

These courses are elective, and may be taken without requirement of fixed succession. Students are recommended to postpone starred (*) courses to the third year.

7. **Persons.**—Infancy: period of infancy; voidable acts, disaffirmance, ratification; contracts for necessaries; obligations created or authorized by law; liability for tort; guardian and ward.—Marriage: promise to marry; marriage contract at common law and under statutes; rights of husband and wife in each other's property; status of married women; transactions between husband and wife; torts affecting marital relations; separation; divorce.—Parent and Child: custody; services and earnings; torts to children; torts by children; adoption; bastardy. Mj.

PROFESSOR FREUND.

Text-book: Woodruff, *Cases on Domestic Relations.*

8. **Conveyancing.**—Essentials of a deed: signing, sealing, delivery; priority, notice, and record; leases; covenants for title; estoppel; the property conveyed; original acquisition; acquisition by lapse of time. Mj.

PROFESSOR FREUND.

Text-book: Gray, *Cases on Property*, Vol. III.
[Not to be given in 1903-4.]

13. **Damages.**—Nature of subject: nominal and substantial, compensatory and exemplary, general and special, present and prospective, direct and consequential, liquidated and unliquidated damages.—Damages for non-payment of money, for breach of contracts respecting personal property, real estate, and personal services.—Damages in action against carriers, telegraph companies, etc.; damages for causing death, for injuries to property, for personal injuries, slander, libel, false imprisonment, malicious prosecution, etc.; costs and expenses as damages; pecuniary circumstances of the parties as affecting the amount of damages; aggravation and mitigation of damages; excessive or insufficient damages. Mj.

PROFESSOR MECHEM.

Text-book: Mechem, *Cases on Damages.*

This course will be given as a Minor by Professor Beale. Summer Quarter, 1903.

15. **Evidence.**—The nature of evidence; the jury; judicial notice; burden of proof; presumptions; admissions; law and fact; rules of exclusion such as those against misleading or unimportant matters, character evidence, confessions and hearsay, with their exceptions; opinion evidence; real evidence; writings including proof of their execution and of their contents and the "parol evidence" rule; the competency, privilege, and examination of witnesses. 1½Mj.

PROFESSOR WHITTIER.

Text-book: Thayer, *Cases in Evidence* (second edition).

*16. **Wills and Future Interests.**—Survival of rights and liabilities; rights subject to testamentary disposition; intestate succession; dispositions in contemplation of death; testamentary capacity; execution, alteration, revocation, and revival of wills. Probate and administration; executors and administrators; priority of claims; assets; payment of legacies and distribution. Construction and validity: elementary rules, mistakes; void and lapsed gifts, ademption; life estate, fee, and fee tail; contingent remedies and executory devises; rule against perpetuities, conditions, and restraints on alienation. 1½Mj.

PROFESSOR FREUND.

Text-books: Gray, *Cases on Property*, Vol. IV and parts of Vols. V and VI.

20. **Equity I** (Torts).—General scope of jurisdiction; bills of peace; interpleader; bills *quia timet* and to remove cloud on title; waste; nuisance; interference with business relations. 1½Mj.

PROFESSOR HALL.

Text-book: Keener, *Cases on Equity Jurisdiction*, Vol. I.

21. **Equity II** (Contracts).—Nature of jurisdiction; specific performance of contracts; affirmative contracts; negative contracts; third persons; legal consequences of right of specific performance; partial performance; statute of frauds; defenses; mutuality. DM.

PROFESSOR BEALE.

Text-book: Ames, *Cases on Equity Jurisdiction*, Vol. I.

This course will not be given in 1903-4.

22. **Trusts.**—Nature and requisites of a trust; express, resulting, constructive trusts; charitable trusts; appointment and office of trustee; nature of *cestui que trust's* interest; transfer of trust property by trustee or by *cestui que trust*; *cestui*

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que trust's interest as affected by marriage, judgment, and bankruptcy; duties of trustee regarding execution of trust and investment of trust funds; extinguishment of trust, removal, resignation, accounting. 1½Mj.

PROFESSOR MACK.

Text-book: Ames, *Cases on Trusts.*

29. **Equity Pleading.**—Origin of equity procedure; bills; answers; replications, etc.; demurrers; pleas; cross-bills; discovery; purchase for value; relief; production of documents. ½ Mj.

PROFESSOR BEALE.

*30. **Suretyship and Mortgages.**—The kinds of suretyship; effect of statute of frauds; the surety's defenses arising from original defects in his obligation or subsequent discharge of it; the surety's right to subrogation, indemnity, contribution or exoneration; the creditor's right to surety's securities. Nature and essential element of legal and equitable mortgages; common law and equity relations including the effect on legal title and the right to possession; the equity of redemption and its protection; assignment and discharge of mortgages. 1½Mj.

PROFESSOR WHITTIER.

40. **Sales.**—Subject-matter of sale; executory and executed sales; bills of lading and *jus disponendi;* stoppage *in transitu;* fraud; factors; acts; warranty and remedies for breach of warranty; Statute of Frauds. 1½Mj.

PROFESSOR MECHEM.

In 1902–3 this course was given by Professor Hall.

41. **Bills and Notes.**—Formal requisites; acceptance; indorsement; transfer; extinguishment; obligations of parties; checks; diligence; the Negotiable Instruments Law. 1½Mj.

PROFESSOR HALL.

Text-book: Ames, *Cases on Bills and Notes* Vols. I and II.

In 1902–3 this course was given by Professor Mack.

42. **Carriers.**—Historical introduction: nature and kinds of public service and duties regarding traffic facilities; common carriers of goods and persons; liability, when it begins and ends; limitation of liability; bills of lading; stoppage *in transitu;* connecting carriers; actions against common carriers; tickets; baggage; regulations; compensation and lien; Interstate Commerce act; Sherman anti-trust law. M.

MR. ECKHART.

Text-book: McClain, *Cases on Carriers.*

43. **Public Service Companies.**—Rights and duties of public employment; railroads; telegraph; telephone; light and water companies; inns and warehouses. DM.

ASSISTANT PROFESSOR WYMAN.

Text-book: Wyman, *Cases on Public Service Companies.*

44. **Insurance.**—Insurable interest in various kinds of insurance and when it must exist; beneficiaries; the amounts recoverable and valued policies; representations; warranties; waiver and powers of agents; interpretation of phrases in policies assignment of insurance. Mj

PROFESSOR MACK.

Text-book: Wambaugh, *Cases on Insurance.*

45. **Combinations and Restraint of Trade.** DM

ASSISTANT PROFESSOR WYMAN.

Text-book: Wyman, *Cases on Restraint of Trade.*

*50. **Private Corporations.**—The nature of a corporation and its relation to its stockholders; the creation of a corporation; *de facto* corporations; stock subscriptions; promoters; interpretation of charters; implied powers; formalities of corporate contracts; powers and duties of directors; rights of stockholders; dividends; transfer of stock; forfeiture of charters; corporate liability for torts, crimes, and contempts; *ultra vires* transactions; the rights and remedies of corporate creditors; preferences by corporations; stockholder's liability; intercorporate relations; purchase by a corporation of its own stock; dissolution of corporations; corporate receiverships; foreign corporations; the limits of legislative control. 1½Mj.

PROFESSOR MECHEM.

Text-book: Smith, *Cases on Private Corporations.*

In 1902–3 this course was given by Professor Blewett Lee.

*50. **Partnership.**—Creation of partnership; nominal partners; partnership property; transfer of interests of partner and partnership; rights of creditors; liability and distribution of partner's property for firm debts; obligation between firm and its members; actions between partners; effect of bankruptcy; agency of partner; judgment; dissolution. Mj.

PROFESSOR HALL.

Text-book: Ames, *Cases on Partnership.*

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*62. **Bankruptcy.**—Jurisdiction of the United States and states; who may be a bankrupt; who may be petitioning creditors; acts of bankruptcy; what property passes to the trustee; provable claims; protection, exemptions and discharge. M.

PROFESSOR MACK.

Text-books: "The Bankruptcy Act of 1898," and Williston, *Cases on Bankruptcy*.

63. **Constitutional Law, I (State).**—Written constitutions: (*a*) making, revision, and amendment, (*b*) Judicial power to declare laws unconstitutional.—Due process of law and the separation of powers: due process in administrative proceedings; legislative action and due process; due process in judicial proceedings; independence of the judiciary.—Delegation of legislative power. Limitations of legislative power: equality; liberty; property. Mj.

PROFESSOR FREUND.

Text-book: Thayer, *Cases on Constitutional Law*, Vol. I.

*64. **Constitutional Law, II (Federal).**—Implied powers; taxation; *Ex post facto* and retroactive laws; obligation of contracts; commerce; money; war. 1½Mj.

PROFESSOR HALL.

Text-book: Thayer, *Cases on Constitutional Law*, Vols. I (part) and II.

*65. **Municipal Corporations.**—General nature; corporate capacity; self-government; creation, annexation, division, dissolution, succession; mode of action, ratification and curative acts estopped by recitals; municipal police power; local improvements and services, including special assessments; municipal property, especially public streets; municipal contracts; Expenditures and donations; Indebtedness; constitutional limit; liability. Mj.

PROFESSOR FREUND.

Text-book: Smith, *Cases on Municipal Corporations*.

*66. **Public Offices and Officers.**—Nature of office; eligibility; appointment and election; acceptance of office; qualifying for office; *de facto* officers; termination of officer's authority by expiration of term; resignation; removal; acceptance of incompatible office, etc.; authority of officer and its execution; liability of officer and the public; special remedies affecting official action. M.

PROFESSOR MECHEM.

Text-book: Mechem, *On Public Officers and Cases*.

*67. **Administrative Law.**—Judicial control of administrative acts; administrative regulations; administrative determinations; due process and conclusiveness; powers in aid of execution of laws; enforcement of statutes. M.

PROFESSOR FREUND.

*70. **Conflict of Laws.**—(1) Jurisdiction; sources of law and comity; territorial jurisdiction; jurisdiction *in rem* and *personam*; (2) remedies, right of action, and procedure; (3) creation of rights: personal rights; rights of property: inheritance; obligations *ex delicto* and *ex contractu*; (4) recognition and enforcement of rights: personal relations; property; inheritance; administration of estates; judgments; obligations. Mj.

PROFESSOR BEALE.

Text-book: Beale, *Cases on the Conflict of Laws*.

71. **International Law.**

(See Announcements of Department of Political Science).

*75. **Roman and Civil Law.**—Brief survey of history of Roman Law; study of Justinian's *Institutes*; select Titles of the *Digest*. Mj.

PROFESSOR FREUND.

Practice Course.—Nature of a court and source of its power; judgments, appellate jurisdiction. Jurisdiction of courts over subject-matter and persons. Venue of actions, manner of commencing actions, process and service of process. Proceedings *in rem*, quasi *in rem*, and personal actions. Service by publication. The records of the court, the clerk's docket, minute book of orders. Filing and service of pleadings. Proceedings on default. Equity pleadings. Decrees *pro confesso*. Hearings and entry of decree Appearance, motions to set aside defaults, power to vacate judgments. Pleas to jurisdiction and in abatement, demurrers, amendments, pleading to the merits, joint rights and liabilities. Set-off and recoupment.

PROFESSOR TENNEY.

Lecture Courses.

Patent Law.	MR. PARKER.
Copyright.	MR. REED.
Trademarks.	MR. REED.
Mining.	MR. ZANE.
Irrigation.	MR. ZANE.
Admiralty.	MR. KREMER.
Railroads.	MR. PECK.
Legal Ethics.	MR. FREEMAN.
Federal Jurisdiction.	PROFESSOR WILLISTON.

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IV. COURSES OF INSTRUCTION.

SUMMER QUARTER, 1903—SPRING QUARTER, 1904.

M=Minor course=a single course for six weeks. DM=Double Minor course=a double course (two hours daily) for six weeks. Mj=Major course=a single course for twelve weeks. DMj=Double Major course=a double course for twelve weeks.

I. THE PRE-LEGAL CURRICULUM.

DEPARTMENT OF POLITICAL ECONOMY.

2 Majors.

1, 2. Principles of Political Economy.—Exposition of the laws of Modern Political Economy.

These courses are designed to give the students an acquaintance with the working principles of modern Political Economy. The general drill in the principles cannot be completed in one quarter; and the department does not wish students to elect Course 1 who do not intend to continue the work in Course 2. Descriptive and practical subjects are introduced as the principles are discussed, and the field is only half covered in Course 1.

Course 1. Mj. Summer Quarter; 9:30.
ASSISTANT PROFESSOR HILL.

Mj. Autumn Quarter; 2 sections: 9:30 and 12:00. ASSISTANT PROFESSOR HILL AND DR. DAVENPORT.

Mj. Winter Quarter; 9:30.
DR. DAVENPORT.

Course 2. Mj. Winter Quarter; two sections: 9:30 and 12:00.
ASSISTANT PROFESSOR HILL AND DR. DAVENPORT.

Mj. Spring Quarter; 9:30.
DR. DAVENPORT.

THE DEPARTMENT OF HISTORY.

4 Majors.

13. The Constitutional and Political History of England to the Reign of Edward I.—Required of students in the preliminary year of the Law School. Mj. Autumn Quarter; 11:00.
PROFESSOR TERRY.

14. The Constitutional and Political History of England from the Reign of Edward I. to the Revolution of 1688.—Required of students in the preliminary year of the Law School.
Parts I and II.
Mj. Winter quarter; 11:00.

Part II. England in the Seventeenth Century.
M. First Term, Summer Quarter; 12:00.
PROFESSOR TERRY.

87. Constitutional History of the United States to 1815.—Required of students in the preliminary year of the Law School.
Mj. Winter Quarter; 9:30.
ASSOCIATE PROFESSOR SHEPARDSON.

88. Constitutional History of the United States since 1815.—Required of students in the preliminary year of the Law School.
Mj. Spring Quarter; 9:30.
ASSOCIATE PROFESSOR SHEPARDSON.

ELECTIVE COURSES RECOMMENDED TO PRE-LEGAL STUDENTS:

Finance.
Financial History of the United States.
Accounting.
Money and Practical Economics.
Technique of Trade and Commerce.
Constitutional History of England since 1688.
Europe in the Nineteenth Century.
Comparative National Government.
Federal Government.
Comparative Politics.
Municipal Government.
Primitive Social Control.
Criminology.
History of Political Ethics.
Logic.

II. THE PROFESSIONAL CURRICULUM.

FIRST-YEAR COURSES.

The work of the first year is required.

1. Contracts. 2Mj. Autumn and Winter Quarters.
PROFESSOR WHITTIER.

2. Torts.
1¾M. Autumn Quarter, First Term, Winter Quarter, and Second Term, Winter Quarter (two hours).

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2A. Torts.—(*Trespass and Conversion.*)
M. First Term, Summer Quarter.

2B. Torts.—(*Legal Cause and Negligence.*)
M. Second Term, Summer Quarter.
PROFESSOR HALL.

3. Property.
1½ Mj. Autumn Quarter; and First Term, Winter Quarter. PROFESSOR FREUND.

4. Agency.
1½ Mj. Second Term, Winter and Spring Quarters. PROFESSOR MECHEM.

5. Pleading. Mj. Spring Quarter.
PROFESSOR WHITTIER.

6. Criminal Law. 1¼Mj. Spring Quarter.
Given as DM., First Term, Summer Quarter.
PROFESSOR BEALE.

SECOND- AND THIRD-YEAR COURSES.

These courses are elective, and may be taken without requirement of fixed succession. Students are recommended to postpone starred * courses to the third year.

13. Damages. Mj. Spring Quarter.
PROFESSOR MECHEM.

13A. Damages.
M. First Term, Summer Quarter.
PROFESSOR BEALE.

15. Evidence.
1½ Mj. Second Term, Winter Quarter and Spring Quarter. PROFESSOR WHITTIER.

*16. Wills and Future Interests.
1½ Mj. Winter and Spring Quarters (two hours). PROFESSOR FREUND.

20. Equity (Torts).
1½ Mj. Autumn Quarter, and First Term, Winter Quarter. PROFESSOR HALL.

22. Trusts.
1½Mj. Winter and Spring (two hours) Quarters.

22A. Trusts.
DM. Second Term, Summer Quarter.
PROFESSOR MACK.

29. Equity Pleading.
½Mj. Spring Quarter.
PROFESSOR BEALE.

*30 and 31. Suretyship and Mortgages.
1½ Mj. Autumn, and First Term, Winter Quarter. PROFESSOR WHITTIER.

40. Sales.
1½Mj. Autumn and Winter (two hours) Quarters. PROFESSOR MECHEM.

41. Bills and Notes.
1½ Mj. Winter (two hours) and Spring Quarters. PROFESSOR HALL.

42. Carriers.
½ Mj. Autumn Quarter (two hours a week).
MR. ECKHART.

43. Public Service Companies.
DM. First Term, Summer Quarter.
ASSISTANT PROFESSOR WYMAN.

44. Insurance.
Mj. Autumn Quarter.
PROFESSOR MACK.

45. Combination and Restraint of Trade.
DM. Second Term, Summer Quarter.
ASSISTANT PROFESSOR WYMAN.

51. Private Corporations.
1½ Mj. Autumn and First Term, Winter Quarter. PROFESSOR MECHEM.

52. Bankruptcy.
M. First Term, Summer Quarter.
½Mj. Spring Quarter.
PROFESSOR MACK.

63. Constitutional Law, I (State).
Mj. Autumn Quarter.
PROFESSOR FREUND.

*64. Constitutional Law, II (Federal).
1½Mj. Second Term, Winter and Spring Quarters.

*64A. Constitutional Law II (Federal) (First Part). Implied Powers, Taxation, Obligation of Contracts. M. First Term.

*64B. Constitutional Law II (Federal) (Second Part) Commerce and Money.
M. Second Term; Summer Quarter.
PROFESSOR HALL.

*66. Officers.
M. Winter Quarter (two hours a week).
PROFESSOR MECHEM.

*67. Administrative Law.
M. Winter Quarter (two hours a week).
PROFESSOR FREUDND.

*70. Conflict of Laws. Mj. Spring Quarter.
PROFESSOR BEALE.

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71A. **International Law** (Law of Peace).
M. First Term, Summer Quarter.

71B. **International Law** (Law of War and Neutrality).
M. Second Term, Summer Quarter.
Prerequisite: Civil Government in the United States or its equivalent.

NOTE: This course is open also to First Year students.

*75. **Roman and Civil Law.** Mj. Spring Quarter.
PROFESSOR FREUND.

Practice.
Autumn, Winter, and Spring Quarters.
PROFESSOR TENNEY.
Required of Second and Third Year students.

LECTURE COURSES, SUMMER QUARTER.

PROFESSOR BEALE.
History of Crime in England, ten lectures.
First Term; Tuesdays and Thursdays.

MR. PECK.
Railroads, five lectures. First Term; Wednesdays.

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THE SUMMER QUARTER, 1903.

The Law School of the University of Chicago continues its regular courses of instruction through the summer. Full work is provided for both first-year and advanced students. Law students may continue their work during the summer, thus reducing the period of the three years' course without cutting short the total of actual residence. Students may also begin their law studies with the expectation of going on either in the Autumn Quarter or in the Summer Quarter of the following year. This affords a special opportunity to teachers who desire to take up the study of law, and to young practitioners who may wish to pursue studies in some particular direction. Courses are arranged in such a manner as to give a complete subject in one term's work.

The students of the Law School are entitled, as members of the University, to the use of the gymnasium, to admission upon the regular terms to the Students' Club, and to all other privileges which the University affords students.

The Summer Quarter opens June 17, 1903, and ends September 3, 1903. The First Term ends July 24, 1903; the second Term begins July 25, 1903.

COURSES IN THE PROFESSIONAL CURRICULUM.

FIRST TERM.

FIRST YEAR.

2A. **Torts** (Trespass and Conversion). M. 11:30.
PROFESSOR HALL.
Text-book: Ames and Smith, *Cases on Torts*, Vol. I.

6. **Criminal Law.** DM. 9:00 and 10:30.
PROFESSOR BEALE.
Text-book: Beale, *Cases on Criminal Law.*

SECOND AND THIRD YEARS.

13A. **Damages.** M. 11:30.
PROFESSOR BEALE.
Text-book: Beale, *Cases on Damages.*

43. **Public Service Companies.** DM. 10:30 and 1:30.
MR. WYMAN.
Text-book; Beale and Wyman, *Cases on Public Service Companies.*

52. **Bankruptcy.** M. 8:00 and 9:00.
PROFESSOR MACK.
Text-book: Williston, *Cases on Bankruptcy.*

64A. **Federal Constitutional Law** (Implied Powers, Taxation, Obligation of Contracts). M. 2:30.
PROFESSOR HALL.
Text-book: Thayer, *Cases on Constitutional Law*, Vols. I and II.

71A. **International Law** (Law of Peace). M. 9:00.
PROFESSOR JUDSON.
NOTE: This course is also open to First-Year students.

SECOND TERM.

FIRST YEAR.

2B. **Torts** (Legal Cause and Negligence). M. 9:00.
PROFESSOR HALL.
Text-book: Ames and Smith, *Cases on Torts*, Vol. II.

45. **Combination and Restraint of Trade.** DM. 10:30 and 11:30.
MR. WYMAN.
Text-book: Wyman, *Cases on Restraint of Trade.*

SECOND AND THIRD YEARS.

22. **Trusts.** DM. 8:00 and 9:00.
PROFESSOR MACK.
Text-book: Ames, *Cases on Trusts.*

64B. **Federal Constitutional Law** (Commerce and Money). M. 2:30.
PROFESSOR HALL.
Text-book: Thayer, *Cases on Constitutional Law*, Vol. II.

71B. **International Law** (Law of War and Neutrality). M. 9:00.
PROFESSOR JUDSON.
NOTE: This course is also open to First-Year students.

LECTURE COURSES.

Law of Railroads, five lectures.
First Term, Wednesdays; 4:30.
MR. PECK.

History of Crime in England, ten lectures.
First Term, Tuesdays and Thursdays; 3:30.
PROFESSOR BEALE.

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